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ABSTRACT

Information about the educational systems of Bolivia, Brazil, Paraguay, and Uruguay that may be helpful to U.S. college admission officers is presented. For each of the four countries, information is provided on: country facts, the educational system, primary and secondary education, higher education, other institutions, placement recommendations, educational terms, and useful references. For Bolivia and Uruguay, information is also presented on teacher training, and for Brazil, information is included on Segundo Grau certificates and diplomas, English language instruction, evaluation analysis and quality factors, and characteristics of the higher education institutions (location, type, year founded, and supporting agency). Additionally, the following tests generally required for admitting foreign students are briefly described: American Language Institute of Georgetown University, test of English as a second language, examinations of the Educational Commission for Foreign Medical Graduates, the Graduate Management Admissions Test, the Graduate Record Examinations, the Michigan Test of English Language Proficiency, the Scholastic Aptitude Test, and the Test of English as a Foreign Language. Recommended level of English proficiency for study in the United States are also identified. A description of the workshop from which this guide was developed, written by Hugh M. Jenkins, is appended. (SW)

ED214451

The Admission and Academic Placement of Students from Selected South American Countries: Bolivia Brazil Paraguay Uruguay

A Workshop Report

September — October 1977

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The National Association for Foreign Student Affairs

The American Association of Collegiate Registrars and Admissions Officers

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PREFACE

The following pages contain information about the educational systems of Bolivia, Brazil, Paraguay and Uruguay that should be interesting and helpful to college admissions officers who work with students from these countries. The material upon which the report is based was carefully gathered by the twenty-seven American educators who participated in the workshop, synthesized by them and written, it is hoped, in a way that will assist colleagues in their daily work.

Workshops of this kind have been held for the past thirteen years. Most recently they have been sponsored by the Joint Committee on Workshops (JCOW), comprised of members of the National Association for Foreign Student Affairs (NAFSA) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). They serve as a training seminar for the participants, and they also result in a report of findings that is distributed to the appropriate sections of the memberships of the two organizations.

Seventy-five college and university administrators applied to attend the workshop, from which twenty were selected by JCOW. The group was divided into country teams, each beginning its research on the educational system of its respective country. During the summer preliminary reports were written for distribution to all members of the workshop. The group met as a whole in Coral Gables at the University of Miami from September 22 - 24 to hear background presentations, discuss findings to date and lay final plans for their visits to the countries of study. One group then flew to La Paz, Bolivia, and another to Brasília, the capital of Brazil. The third group went to Asunción, Paraguay, continuing from there two days later to Montevideo, Uruguay. For a week each team met with educational leaders in the four countries, and, it is reported, enjoyed some of the local scenes in their spare moments.

On October 1 everyone convened, this time in Rio de Janeiro, at the USA Center. A week followed of intense study, writing (and rewriting), reporting and criticizing one another's findings. The placement recommendations at the end of each country study reflect a consensus of the entire group, not just of the people who were assigned to that country. The workshop concluded its formal meetings on October 7.

The planning and execution of this workshop has taken almost three years. The organizations and individuals who contributed to it are almost innumerable. The help they gave cannot be adequately summarized; a brief acknowledgment here only suggests the commitment, support—both financial and spiritual—and loyalty that made an effort this size successful.

The nature of JCOW workshops is that each is self-supported. That is, each is made possible only because of significant gifts from donors who value this kind of work. It would be fair to add that each donor had a special impact on the workshop—one contribution was offered so that experts on each country could be secured as resource people; others were offered to cover all expenses related to printing and distribution; another covered exploratory travel to Uruguay, Paraguay and Bolivia; others covered the most expensive portion of the workshop, the international air fares; two grants offered no restrictions, thus giving the workshop planners a special feeling of a "vote of confidence;" and another very generously covered all of the expenses of the participants while they were in Brazil. These donors, to whom we owe much gratitude, were:

The Tinker Foundation, New York
The Ford Foundation, New York
ELS Language Centers, Santa Monica, California
Graduate Management Admissions Council, Princeton
College Entrance Examination Board, Princeton
International Education Research Foundation, Los Angeles
Agency for International Development, Washington, DC
Bureau of Educational and Cultural Affairs, Department of State, Washington, DC
Department of University Affairs, Ministry of Education and Culture, through the Council of Rectors, Brasília
Consulate of Bolivia, Miami
Dr. Celso da Rocha Miranda, *Companhia Internacional de Seguros*, Rio de Janeiro

Dozens of other people helped, ranging from experienced support staff at NAFSA, particularly, and AACRAO, to secretaries and colleagues in the universities of participants; from educators in Bolivia, Brazil, Paraguay and Uruguay to U.S. or binational officials in the four countries. Help often came even when it was not requested, and there is a deep feeling of warmth for the South American friends who went far beyond the call of duty to arrange schedules, answer questions, dig for buried information, translate Spanish or Portuguese, meet planes, drive cars and perform the multitude of services that enabled us to achieve our objectives and, at the same time, share the cultures of their countries.

We are particularly grateful to Dr. Edson Machado de Sousa, Director of the Department of University Affairs; to his chief assistant, Professor Antonio Gomes Pereira; to Dr. Darcy Closs, Director General of CAPES; and to Dr. Roberto Linhares da Costa, Subsecretary-General, Ministry of Education and Culture. These people, assisted by unusually competent colleagues and staff, helped me plan, over a year and a half, the study of the Brazilian educational system, as well as the program of the workshop. The money provided through them by the Ministry of Education and Culture paid for all of the expenses of the three country teams while they were in Brazil; the workshop could not have been held without this support.

As workshop director, I do not take for granted the efforts of each workshop participant. The members complemented each other almost perfectly in their skills and attributes; that they worked so harmoniously and effectively is testimony to individual strengths. The three team leaders were both cooperative and diligent. The administrative director, David Robinson, and editor, Caroline Aldrich-Langen, wisely and good-naturedly departed from their job descriptions and did everything I was unable to do, which was a lot. Finally, Josephine Harper, my secretary, shared the hard work and pleasures of this workshop as only a loyal co-worker can; we all are in her debt.

****

Users of this report should bear two things in mind: none of the four systems is static; the educational reforms described are evolving and, therefore, records sent to this country may differ from the way they are presented here. Also, time did not permit us to learn everything we wanted to know; in fact, the relatively brief exposure to our subject has only whetted appetites. We would welcome, therefore, comments from those of you who may know more than we do.

Rebecca R. Dixon
Director

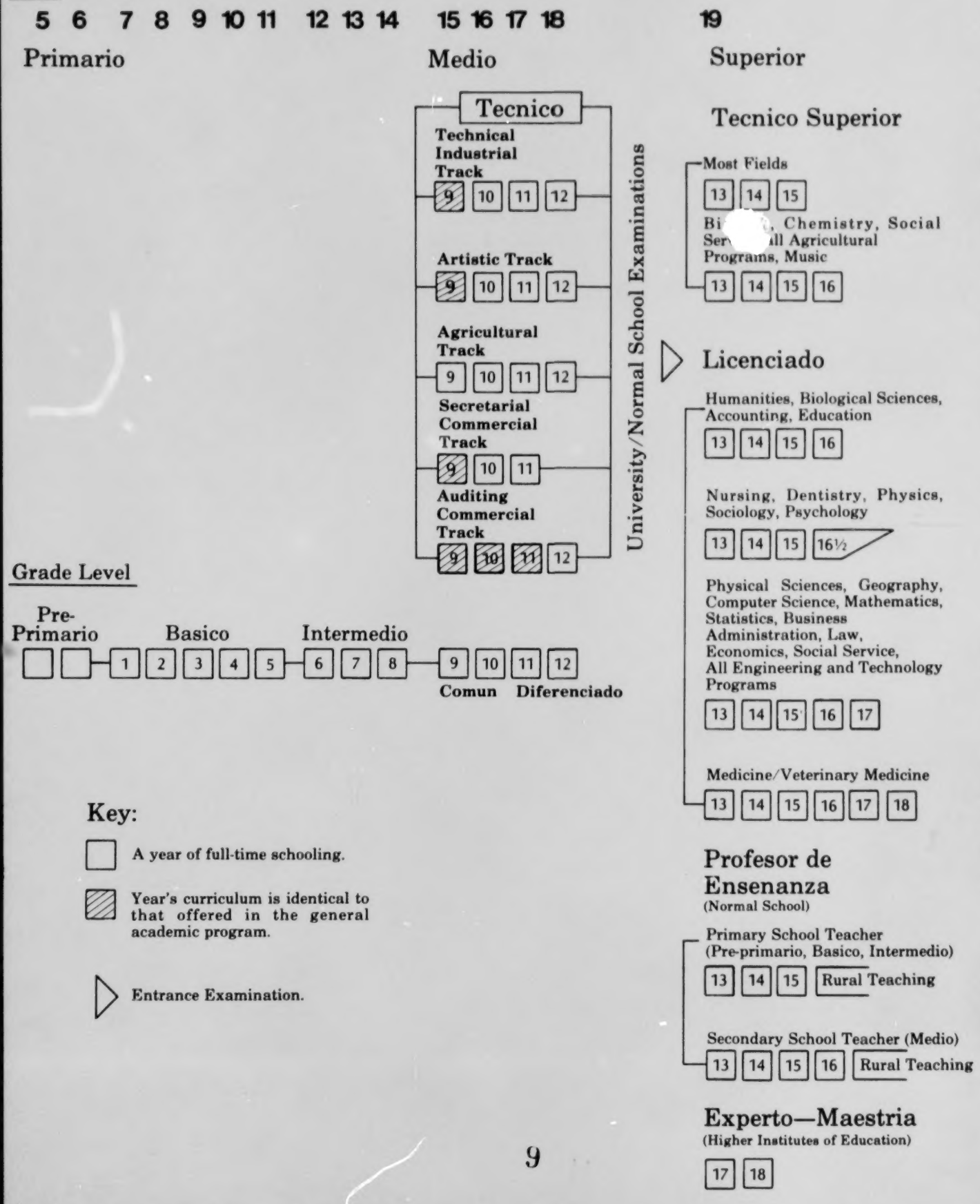
Los Angeles
March 1978

SOUTH AMERICA

Trinidad
La Paz
Cochabamba
Oruro
Santa Cruz
Sucre
Potosí
Tarija

bolivia

STRUCTURE OF THE BOLIVIAN EDUCATIONAL SYSTEM



REPUBLIC OF BOLIVIA

COUNTRY FACTS

GEOGRAPHY

Area: 424,162 square miles (size of Texas and California combined).
Capital: La Paz (Sucre is the judicial capital).
Other major cities: Cochabamba, Santa Cruz, Oruro, Potosí.
Major industries: Agriculture (potatoes, corn, sugarcane, cassava, cotton, barley, rice, wheat, coffee, bananas); Manufacturing (textiles, cottage industries, processed goods, beverages).
Natural resources: petroleum, natural gas, tin, lead, zinc, copper, tungsten, bismuth, antimony, gold, silver, sulfur, iron ore.

The fifth largest nation in South America, Bolivia is landlocked, bounded on the north and east by Brazil, on the southeast by Paraguay, on the south by Argentina, and on the west by Chile and Peru. It is made up of nine political subdivisions called departments: Beni, Pando, La Paz, Oruro, Cochabamba, Santa Cruz, Potosí, Chuquisaca, and Tarija. The principal cities of some of these departments carry the same names.

Bolivia is divided into three distinct topographical regions: the high plateau known as the *Altiplano;* the moist slopes and valleys called the *Yungas;* and the *Llanos,* or tropical plains of the Amazon-Chaco lowlands, sometimes referred to as the *Oriente* (east). Each of these regions differs in climate and vegetation, in the characteristics of its people, and in population density.

Straddled by the Andes along its eastern and western sides, the *Altiplano* cradles famed Lake Titicaca, which at 12,507 feet, is the world's highest navigable lake. La Paz, the world's highest capital city, sprawls along a river-gouged canyon in this region. The high altitude gives the plateau a clear atmosphere and cool climate. The hardier cereals make up the major part of the *Altiplano's* agricultural production; principal livestock are sheep, alpacas, llamas, and vicunas. It is here that mineral deposits, the backbone of Bolivia's national economy, are found, as well as most of the country's inhabitants, principal cities, and industrial centers.

The *Yungas* is an intermediary region of profound ravines with semitropical rainforests, which lies along the eastern slopes of the Andes mountains in the departments of La Paz and Cochabamba. It is the most highly developed agricultural region in Bolivia. Farther south, in the departments of Chuquisaca, Tarija, and western Santa Cruz, the region flattens out into more open and cooler valleys (or *Valles,* as this region is frequently called.)

The lowland plains of Bolivia's *Oriente* spread across the departments of Beni, Pando, and Santa Cruz. This part of the country is sparsely populated, but is rapidly developing. Santa Cruz, Bolivia's fastest growing city, is the commercial and industrial hub of the *Oriente.* Large scale agriculture (cotton and sugarcane) and cattle raising predominate, but interest in industrial development is increasing. Major known deposits of petroleum, natural gas, and iron ore are located in this region.

PEOPLE

Population: 5,758,138 (1976).
Density: 9 per square mile.
Ethnic groups: Aymara 25%, Quechua 30%, mestizo or cholo (mixed European and Indian) 25-30%, European 10-15%.
Religion: Roman Catholic.
Languages spoken: Spanish (official), Aymara, Quechua, Guarani.
Literacy rate: 40%
Life expectancy: 47 years.

The Bolivian culture is that of the pre-Colombian Aymara and Inca Indians with a veneer of European Christianity superimposed upon it. The Spaniards' influence found expression in the urban centers they developed, in the architecture of their buildings especially the churches, and in the feudal system of government they introduced.

Almost 95% of the Bolivians are Roman Catholic, but most Indians interweave aboriginal symbolism with the Christian elements of their religious practice. About 36% of the people speak Spanish as a mother tongue. About 40% of the overall adult population is literate, but the literacy rate of the rural population is much lower than that of the urban.

Population density ranges from less than one person per square mile in the southeastern plains to twenty-five per square mile in the northern *Altiplano.* Despite one of the highest mortality rates in Latin America, Bolivia's annual population growth rate is still about 2.6%.

Relatively prominent among a limited number of foreign colonists are some 700 Japanese and Okinawan families that immigrated to Bolivia after World War II and settled in the Santa Cruz area.

HISTORY

Between 600 and 900 A.D., Indians of Aymara origin living at the southern end of Lake Titicaca produced a highly advanced native culture known as Tiahuanaco. About 1200 A.D., the Quechua-speaking Incas, one of the world's greatest imperial dynasties, invaded the area and incorporated most of what is now highland Bolivia under their control. Inca rule combined absolute authority in matters fundamental to its own preservation and well-being with a significant measure of local autonomy and adjustment to local practices where nothing vital was at stake. These relatively benevolent ruling practices did not prepare the people for the Spaniards who in 1532, under Francisco Pizarro, invaded and conquered the Inca Empire.

During most of the Spanish colonial period the area was a dependency of the Viceroyalty of Lima (now in Peru), and the principal cities were Chuquisaca (now Sucre) and Potosí, for many years the largest city in the western hemisphere. The silver mines in Potosí were a major source of the wealth of the Spanish Empire.

Revolutionary movements against Spanish rule in Bolivia began as early as 1661 when revolts by the mestizos broke out in La Paz. Spanish royal authority was further weakened during the Napoleonic Wars, but attempts to free Bolivia were unsuccessful until Simón Bolívar sent General Antonio José de Sucre to free Upper Peru (as present-day Bolivia was then known), and the republic named for Bolívar was established on August 6, 1825.

No other South American nation faced greater initial handicaps than Bolivia did. There were few competent patriotic leaders among the landed aristocracy, and no middle class; the apathetic Indians and the mestizos were simply pawns in a game they did not understand. Thus the military, which had been trained in the campaigns of San Martín and Bolívar, easily seized power as dictators. The history of independent Bolivia's first fifty years is a recitation of political instability which impeded social and economic progress. Following her defeat in the War of the Pacific (1879-1883), Bolivia lost her seacoast, as well as the rich nitrate fields and copper mines of the regions around Antofagasta (now in Chile). A major aim of Bolivian foreign policy since becoming a landlocked nation has been to recover a port on the Pacific coast.

During the 1880's and 1890's, silver mining was revived, a few schools were opened, and political parties developed. Traditional liberal and conservative titles were adopted for these parties, but their memberships represented little more than opposing factions of the nation's ruling elite. In 1899, the seat of government was transferred from Sucre to La Paz.

Bolivia achieved some degree of stability in the first two decades of the twentieth century. Economic reforms were undertaken and disputes with Chile and Brazil were resolved, with losses of territory but receipt of indemnities. Mining was expanded, and the building of roads and railroads was encouraged. In the 1920's foreign capital was sought from interested American investors for the mining and petroleum industries.

The year 1932 marked the outbreak of war with Paraguay. Humiliated by a long series of military disasters, both nations overestimated their own capabilities and underestimated those of the other. Bolivia suffered a crushing defeat and was forced to yield the disputed Chaco region to Paraguay in 1935.

A period of political unrest followed, characterized by protests, upheavals, and a series of military coups. Inspired by the leftist National Revolutionary Movement (MNR — *Movimiento Nacional Revolucionario*), a revolt finally erupted in April, 1952, resulting in some 3,000 dead and the installation of Dr. Víctor Paz Estenssoro as president of a revolutionary regime. The MNR remained in power for twelve years and for most of the period, Paz Estenssoro was president. His government introduced measures of revolutionary significance — universal suffrage, agrarian and educational reforms, and nationalization of the three largest private tin enterprises.

Divisions within the MNR and growing opposition to its rule led to its overthrow in November 1964 by a military junta, under the direction of Air Force General René Barrientos and Army General Alfredo Ovando Candia. They headed the government jointly until Barrientos won a popular election and was installed as constitutional president in August 1967. Upon his death in a helicopter accident in May 1969, there was further turmoil which resulted in the military forces putting General Ovando in power. Notable among developments at this time were the nationalization of the Gulf Oil Company installations in October 1969, the outbreak of guerrilla activity in June 1970, and further student and other civil disturbances. In 1970-71, the leftist nationalist government of Army General Juan J. Torres was marked by increased political instability, nationalization of some United States and Bolivian properties, the seizure of land by peasants, and growing hostility towards the United States, the latter culminating in the expulsion of the Peace Corps in May 1971.

Alarmed by the extremist and chaotic direction in which the country was moving, the armed forces along with other middle class groups, forged an alliance with two of Bolivia's more important political parties, the MNR and the Bolivian Socialist Falange (FSB— *Falange Socialista Boliviana*). Together, in the 187th coup in the nation's 146-year history, they ousted the Torres government in a bloody three-day revolution in August 1971. Army Colonel (now General) Hugo Banzer Suárez took over as president of the republic on August 22. Many leaders of Communist and extremist political groups fled the country after the collapse of the Torres regime, and the Banzer government vigorously pursued a campaign against the clandestine Army of National Liberation (ELN — *Ejército de Liberación Nacional*), an outgrowth of Ernesto "Che" Guevara's unsuccessful 1967 guerrilla insurgency in Bolivia. President Banzer organized his supporters into the National Popular Front (FPN — *Frente Popular Nacional*), which became the political superstructure of the new government.

The political costs of dealing with economic problems bequeathed by previous governments increased tensions within the new regime and during 1974, coups were attempted by young army officers. In November 1974, activity by political parties and labor unions was banned, and national elections were postponed until 1980. To win popular support, the government imposed wage and price controls while cutting taxes on many consumer goods by 50 to 60%. Not only have these stern moves cut Bolivia's normal 20% annual inflation rate to 6-8%, but they have also helped to touch off a small boom, and her economic growth in recent years has been impressive. Since 1970, the gross national product has expanded at an annual rate of over 6%. Major elements in this continuing pattern of growth include high world prices for Bolivia's minerals and hydrocarbons, diversification and expansion of her export sector into nontraditional metals and a variety of agricultural products, and a recent influx of development loans from multilateral and bilateral organizations as well as from private foreign banks.

As this report was being prepared, General Banzer announced that Bolivia would return to a constitutional democracy in 1978 with elections to be held in July. He also lifted the ban on political parties.

EDUCATIONAL SYSTEM

HISTORY

During the pre-Inca and Inca periods in the Andean region (which includes what is now a portion of Bolivia), education followed rigid social class lines — formal schooling was provided for nobles and the learning of manual arts was reserved for the common people. Parents and elders taught skills and crafts, history and legend, the accumulation of agricultural knowledge, and the social customs and laws which constituted the essence of their civilization. The Inca tried to introduce the Quechua language throughout their territory, and the existence of Quechua as the most widely spoken Indian language in Bolivia today is a tribute to their success.

Educational institutions of the Spanish colonial era were under the direction of the Roman Catholic Church. Primary and secondary schools were established by Catholic teaching orders, mainly the Jesuits. Following the philosophy of Aristotle and St. Thomas Aquinas, they dedicated themselves to the education of a colonial elite, loyal to the Church and to the interests of the Spanish crown. Theology and moral instruction were the mainstays of the curriculum, although philosophy, arts, and languages were also taught. Private tutors or priests educated the children of many of the families of the ruling elite. However, instruction was accessible to men only. Education for women was considered dangerous and immoral since it tended to distract them from religious and domestic duties.

The Spanish government favored the education of Indians as a means of disposing them favorably toward Catholicism and Spanish rule. Royal decrees of the eighteenth century urged that educational efforts be directed mainly at the male children of tribal leaders to teach them the Catholic faith and Spanish language and customs. Instruction was given in convents, monasteries, and missions, and consisted mainly of religious indoctrination and the teaching of useful crafts.

The most influential educational institution of colonial times, and the only university founded during that era, was the Royal and Pontifical University of San Francisco Xavier in Chuquisaca. Founded in 1623 by papal decree, San Francisco is one of the three oldest universities in Latin America. It was under the direction of the Jesuits until 1767, when that order was expelled from the colonies by royal decree. A leading center of higher education for the sons of the colonial elite, San Francisco attained particular importance after the foundation in 1776 of its graduate academy of law. It was in the course of legal discussions at this academy that graduate students and professors first questioned the sanctity of Spanish rule. Some leaders of these discussions were later at the helm of the movement for national independence.

After independence was achieved in 1825, education passed into the hands of the government. Influenced by the French Enlightenment, both Simón Bolívar and José Antonio de Sucre stressed governmental responsibility for establishing and managing education. Secondary schools of that period were considered exclusively as university preparatory institutions offering languages, history, and sciences. Under Sucre, the need for vocational as well as academic education was recognized for the first time by the government. Decrees issued under Sucre's administration called for the founding of vocational schools as well as primary and secondary schools in the capitals of all departments. These decrees served as a basis for the law of January 9, 1927 which established the general structural organization of public education, and called for both elementary schools and special schools to teach vocational skills including mining and agricultural occupations. However, the law was not carried out and vocational schools were not established. Governmental concern with vocational and agricultural training was not revived until the 1950's.

Progress in public education during the remainder of the century was sporadic in nature and negligible in scope. The physical expansion that took place in the network of schools benefited only the children of the urban upper class. Virtually the entire indigenous population was excluded from even the most rudimentary aspects of primary education. The urban primary and secondary schools lacked qualified teachers, and antiquated teaching methods and highly abstract curricula prevailed. An 1872 law making primary education free and compulsory had little discernible effect. The spirit of liberalism was growing, particularly among university students, but the indigenous population was generally regarded as constituting a race apart, and dominant political factions saw all schemes for the schooling of the Indian as dangerous to their own interests.

Because the founding and development of institutions of higher learning enhanced national prestige as well as the personal renown of heads of state, most educational progress tended to limit itself to the university level. General Santa Cruz founded the University of San Andrés in La Paz in 1830. The universities of San Simón in Cochabamba and Gabriel René Moreno in Santa Cruz were established in 1832 and 1880 respectively; the University of Juan Misael Saracho in Tarija was founded in 1886. The Technical University of Oruro and the University of Tomás Frías in Potosí were both opened in 1892. Legislation enacted in 1895 set forth some of the foundations of university autonomy.

Soon after the beginning of the twentieth century, a Belgian teaching mission was invited to Bolivia to establish teacher training schools. It was to remain in the country for nearly thirty years and to exercise a strong influence on the development of rural education. It brought about the creation of the first lasting and successful normal school, and introduced vocational and agricultural subjects into the public school curriculum.

The year 1931 is a landmark in the history of educational development as a consequence of the establishment of a school center for Indians at Huárisata near Lake Titicaca. Based on the traditional social organization of the Indian community, one large central, or nuclear, school (*núcleo escolar*) was surrounded by smaller satellite school units in the

remote villages. Physical facilities were constructed by community labor and material. This pattern of nuclear rural schools was later adopted by Peru, Ecuador, and Honduras. Although other *núcleos* were not established until the late 1940's, the Bolivians take considerable pride in being the first to introduce this system of rural education in Latin America.

At about the same time, an overall reform of the administrative apparatus was undertaken to permit greater local school autonomy and to reduce the influence of political appointees. The quasi-autonomous National Council of Education, created to direct the administration of all primary and secondary schools, was given authority to manage funds and to draft annual budget proposals. However, budgetary allocations remained in the hands of the central government, and the council proved ineffective as a means of reducing partisan political influence.

The disastrous Chaco War (1932-35) brought the educational program to a virtual halt, and for the first time Indians in considerable numbers left the *Altiplano* and the high valleys to join in the fighting. The socially broadening influence of this movement may have been overemphasized, but the conflict did prompt socially conscious members of the elite to accelerate their demands for education of the rural masses.

Growth of rural enrollments during the 1940's remained negligible, and the outbreak of the Revolution of 1952 found all but a scattering of the primary students enrolled in urban schools. The period of government corresponding to 1952-64 was one of strong impulse in education. Preference was given to the construction of rural schools and literacy centers in the cities.

The Education Code of January 20, 1955 organized Bolivian education into various programs and cycles under the control of the Ministry of Education. It also spelled out teaching standards and salary systems, and permitted the establishment of teacher unions.

During the 1960's and 1970's enrollments grew at an accelerated rate at all levels, and educational reform became a matter of increasing concern to everyone. The variety of reform plans that were introduced involved sweeping administrative and organizational changes. Particularly stressed was the need for greater emphasis on practical studies at all educational levels and on the upgrading of rural education.

The history of Bolivian education is a story of varying trends and emphases. The need for greater decentralization and for stronger rural and vocational education is a recurring theme. The Law of 1872, the reforms of the 1930's, and the 1952 Revolution have all stressed these points. All recent laws and constitutions have emphasized the universal right of access to education and the importance of education as a state function. Yet, still in the 1970's, a free, compulsory, and universal education remains an unfulfilled aspiration for Bolivia.

FINANCES

Virtually all the costs of public education are borne by the central government, whose income is derived from general taxes (import, corporate, and personal), and taxes on specific items (oil, meat, beer, cigarettes, alcohol, and property). The government's budgetary allocations for education increased irregularly from less than 19% of the total outlay in fiscal 1961 to about 30% in 1971. There has been a relative decline since then; the proportion in 1977 is about 20% which is still among the highest in Latin America.

Central government expenditures for education have consistently been devoted almost entirely to current expenses; during the 1960's and early 1970's the proportion allocated to salaries of teachers and the large corps of administrative personnel exceeded 90% of the total. Thus, little has remained for the construction, maintenance, and equipment of schools. A substantial portion of the limited amounts spent on construction and maintenance (about one-third of the total in 1972) consisted of foreign credits and school construction funds derived from a 2% payroll tax.

Teaching aids and equipment have been in short supply, libraries and laboratories have been almost nonexistent, and the shortage of demonstration equipment for scientific and technical courses has limited teachers to the teaching of theory. Textbooks of any kind have been few, and virtually none have been produced domestically. A beginning in domestic compilation and production of school texts was made in the late 1960's.

Private schools derive their incomes from tuition and boarding fees (quite low compared to U.S. fees), and occasionally, central or local government subsidies. They also receive funds from foreign or international public or private organizations. In order to qualify for tax exemption, private schools must provide scholarships to at least 10% of their enrollment to cover tuition and textbook costs.

University funds are also supplied mainly by the central government. Five percent of the national budget is apportioned among the universities on the basis of enrollment numbers. The University of San Andrés in La Paz receives the largest share (23%), and Catholic University, also in La Paz, the smallest (2%). Universities may also receive direct income from their own enterprises. One university (Sucre) owns a cement factory, another (Tarija) runs a cotton farm. Additional revenue is received from tuition fees, examination fees, and other charges for transcripts and other forms.

THE ACADEMIC CALENDAR

Because of Bolivia's location in the southern hemisphere, the school year for all segments of education is just the reverse of the school year in the United States. The fall term generally runs from March to July, the spring term from August to December. Summer vacation occurs in January and February. Interruptions in the school year have occurred, although disruptive effects are usually felt only within the universities (see "Higher Education").

TRANSLATION OF BOLIVIAN RECORDS FROM SPANISH TO ENGLISH

It is possible, though frequently difficult, for Bolivian students applying for admission to institutions in the United States to obtain translations of their academic records. However, in an honest attempt to assist future users of these translations, the translators may interpret these records somewhat liberally. Therefore, copies of the original Spanish-language documents

should always be obtained and scrutinized for their comparability with any English translation.

It is not difficult to find several people among any institution's faculty or staff who understand Spanish well enough to assist with the translation of academic records. The glossary at the end of this section also provides assistance with unfamiliar or unusual Spanish terminology.

PRIMARY AND SECONDARY EDUCATION

BACKGROUND AND ADMINISTRATION

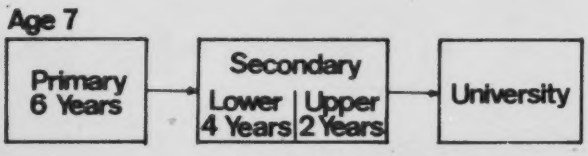
The 1955 code of education separated responsibility for urban and rural education between the Ministry of Education and Culture and the Ministry of Rural Affairs respectively. This split in the structure of education was supported by the philosophy of the 1952 revolution, and was intended to permit more emphasis on educational development in the rural, Indian areas. During the following years, there was in fact a major effort to expand educational opportunities in rural areas. Nevertheless, the operation of two separate school systems created major administrative problems and in 1970, both sections were assigned to the Ministry of Education and Culture under subsecretaries — one for urban education and one for rural education.

The early 1970's saw the beginning of administrative reform which is still in progress and will continue for some time. In 1972, the Ministry of Education and Culture created the Council for Administrative Reform (CRA — *Consejo de Racionalización Administrativa*) to specifically address educational reform at the primary and secondary level. CRA has been working at integrating the disconnected rural and urban educational services and developing more effective administrative systems under agreements and contracts made by the Bolivian government with San Jose State University, The Academy for Educational Development, Inc., and the U.S. Agency for International Development. Additionally, a huge U.S.-Bolivian investment exists to promote the construction of schools (especially rural schools), the publication of educational materials for students, and the in-service training of teachers.

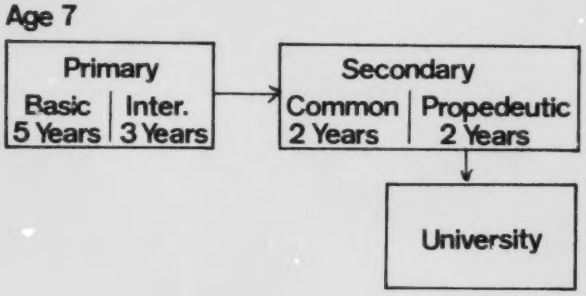
Primarily because educational opportunities in Bolivia are limited at levels beyond the primary cycle, attrition rates are high, particularly in the rural sector. It is estimated that of every 1,000 youngsters beginning the first year of school, only 226 eventually complete the eight years of primary. Approximately 59% of those entering the secondary cycle eventually complete all four years and graduate.

Prior to the current structure of Bolivia's educational system, there were two previous systems:

Through 1968



1968 — 1972



Bolivia's current system of education is as follows.

PRIMARY EDUCATION

Primary education consists of three cycles — *pre-primario* (pre-primary), *básico* (primary), and *intermedio* (intermediate). The *pre-primario* cycle is two years in length, is not compulsory, and both rural and urban children follow the same course of instruction. Instructional activities at this level are designed to develop psychomotor, social, and intellectual skills, language and vocabulary, as well as good health habits. The *básico* cycle is made up of five grades (*niveles*) and the curriculum varies somewhat between urban and rural, with more emphasis on vocational studies for the rural child (see Table 1). The final cycle, *intermedio*, consists of three grades; the curriculum is outlined in Table 2. By law, education is compulsory through all cycles of primary education; in fact, fifty percent of the eligible school-age population is not in school. The law is difficult to enforce because there simply are not enough facilities to accommodate all eligible children.

SECONDARY EDUCATION

Following the eight years of primary education are four years of secondary education, called *medio*. Basically, there are two curricular tracks at the secondary level: the general academic and the technical/vocational (which includes industrial-technical, commercial, artistic, and agricultural study). Study in the general academic track leads to the diploma, *bachiller en humanidades*; study in the other, more vocationally oriented tracks usually leads to the title *técnico* (technician), *técnico superior* (advanced technician), or *perito* (expert). The titles of *técnico*, *técnico superior*, and *perito* are for employment purposes, and they signal employers with regard to the holder's training. Students intending to go on for university study will generally request the *bachiller*. Certificates, diplomas, degrees, and titles all hold great importance in Spanish life since they define a person in terms of his academic and professional relationship to others. In Bolivia, the present-day procedures involved in securing the proper papers, including the *bachiller*, are very much in the Spanish tradition.

Table 1

COURSE OF STUDY (IN HOURS PER WEEK) FOR THE *BASICO* CYCLE IN BOLIVIAN URBAN AND RURAL SCHOOLS

Subject	First Year		Second Year		Third Year		Fourth Year		Fifth Year	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Mathematics	6	6	6	6	6	6	6	6	6	6
Language	10	10	10	10	6	6	6	6	6	6
Natural Sciences	2	2	2	2	4	4	4	4	4	4
Social Studies	2	2	2	2	4	4	4	4	4	4
Physical Education	2	-	2	-	2	-	2	-	2	-
Music Education	2	-	2	-	2	-	2	-	2	-
Crafts	-	-	-	-	4	2	4	2	4	2
Health Education	-	2	-	2	-	2	-	2	-	2
Agriculture (*agropecuaria*)	-	2	-	2	-	2	-	2	-	2
Home Economics	-	2	-	2	-	2	-	2	-	2
Recreation	-	2	-	2	-	2	-	2	-	2
Religion and Morals	1	-	1	-	1	-	1	-	1	-
Totals	25	28	25	28	29	30	29	30	29	30

Table 2

COURSE OF STUDY (IN HOURS PER WEEK) FOR THE *INTERMEDIO* CYCLE IN BOLIVIAN URBAN AND RURAL SCHOOLS

Subject	First Year		Second Year		Third Year	
	Urban	Rural	Urban	Rural	Urban	Rural
Mathematics	6	6	5	5	5	5
Language	6	6	4	4	4	4
Natural Sciences	4	4	3	3	3	3
Social Studies	4	3	3	3	3	3
English	-	-	2	2	2	2
French	-	-	2	-	2	-
Physical Education	2	-	2	-	2	-
Music Education	2	-	2	-	2	-
Studio Arts	4	-	4	-	4	-
Vocational/Technical (Shop)	-	-	2	-	2	-
Religion	1	1	1	1	1	1
Agriculture (*agropecuaria*)	-	2	-	4	-	4
Recreation	-	2	-	2	-	2
Health Education	-	2	-	2	-	2
Home Economics	-	2	-	2	-	2
Crafts/Rural Handicrafts	-	2	-	2	-	2
Totals	29	30	30	30	30	30

General Academic Program

Ninety percent of the students at the *medio* level enroll in the general academic program which consists of basic subjects for all four years (see Table 3). A limited number of schools offer students the opportunity to specialize in their last two years. Following the first two years in common (*común*) with *medio*-level students, the program for the last two years in these schools is differentiated (*diferenciado*) into three specializations: socio/economic, chemistry/biology, and physics/mathematics. Students select one specialization or remain in the general academic program. Only ten percent of the students go to schools which can afford to offer these specializations in addition to the general academic program.

In the general academic program, two hours a week for all four years are devoted to the study of a foreign language. After the first year, students must choose to continue in either English or French. Most Bolivian educators agree their students need more English study and practice before coming to the U.S. for further education. English training is available in the quite expensive language institutes located in the major cities.

In the first two years, natural sciences and social studies courses consist of survey study; in the last two, these general areas are broken up into specific course topics (e.g., chemistry, physics, history, geography, civics). The study of mathematics is required each year, and in the fourth year, covers topics in trigonometry.

Technical Program

Technical study is provided at two levels — one is similar to U.S. trade school, and leads to the professional certificate, or title, of *técnico* (technician). Graduates of these programs tend to enter the job market as skilled workers. The other level consists of more advanced technical study, and leads to the professional certificate, or title, of *técnico superior* (advanced technician). Graduates tend to enter industry as foremen. Currently twenty-one secondary schools offer technical sections. The industrial school, *Pedro Domingo Murillo,* established in 1943, is the most respected in the field and enrolls 1,200 students from throughout Bolivia.

Admission to *medio técnico* programs is directly from the *intermedio* cycle, or can be from any other track or

Table 3

COURSE OF STUDY (IN HOURS PER WEEK) FOR THE *MEDIO* CYCLE IN BOLIVIAN SCHOOLS

Subject	First Year	Second Year	Third Year	Fourth Year
Mathematics	5	5	4	4
Language skills	4	0	0	0
Literature	0	4	3	3
Philosophy	0	2	3	3
Psychology	2	2	0	0
Sciences:				
Introductory survey	6	6	0	0
Physics	0	0	3	3
Chemistry	0	0	3	3
Biology	0	0	3	3
Social studies:				
Introductory survey	5	5	0	0
History	0	0	3	3
Geography	0	0	3	3
Civics	0	0	2	2
Foreign languages:				
English	2	2	2	2
French	2	2	2	2
Physical education	2	2	2	2
Music	2	2	2	2
Studio art	2	2	2	
Religion	1	1	1	1
Totals	33	33	36	36

Sb. 5.- B Nº 20341

REPUBLICA DE BOLIVIA

MINISTERIO DE EDUCACION Y CULTURA
DIRECCION GENERAL DE EDUCACION

CERTIFICADO DE ESTUDIOS

Año 1969 Libro No. ——— Folio No. ———

DIRECCION DISTRITAL DE Santa Cruz

El (la) alumno (a) ———

del Colegio, Liceo, Instituto, Escuela "Santa Mariá"

del Nivel Medio - Bachillerato Humanidades

ha sido promovido (a) en las asignaturas correspondientes al 3er Int.

Grado, de acuerdo al Sistema de Evaluación vigente, habiendo obtenido los siguientes resultados finales:

CALIFICACIONES

ASIGNATURAS	PROMEDIO DE PROMOCION		FECHA DE PROMOCION	OBSERVACIONES
	NUMERAL	LITERAL		
Matemática	1	Uno		
Lenguaje - Literatura	22	Veinte dos		
Filosofía				
Psicología				
Ciencias Naturales	22	Veinte dos		
Física				
Química				
Estudios Sociales	27	Veinte siete		
Historia				
Geografía				
Educación Cívica				
Inglés	25	Veinte cinco		
Francés	25	Veinte cinco		
Otros Idiomas				
Educación Física e Higiene	27	Veinte siete		
Educación Musical	3	Tres		
Artes Plásticas	22	Veinte dos		
Religión y Moral	26	Veinte seis		
	23	Veinte tres		
EDUCACION TECNICA INDUSTRIAL O VOCACIONAL: FD. MECAR				

(Lugar y Fecha) Santa Cruz 25 de Septiembre

SECRETARIO DEL ESTABLECIMIENTO

DIRECTOR DEL ESTABLECIMIENTO

SELLO

No. C.I.

Sample of a secondary transcript.

No. 02433

REPUBLICA DE BOLIVIA

Dr. LUIS VINCENTI MANSILLA

RECTOR DE LA UNIVERSIDAD BOLIVIANA "GABRIEL RENE MORENO"

POR CUANTO:

Carlos

natural de Santa Cruz de 18 años de edad, ha cumplido con los requisitos fijados por los Reglamentos de Enseñanza Secundaria;

POR TANTO:

En observancia de los Decretos Supremos de 23 de diciembre de 1929 y No. 09902 de 5 de diciembre de 1972, le confiere el título de:

BACHILLER EN HUMANIDADES

Otorgándole el presente Diploma, sellado y refrendado por el Secretario General, en la ciudad de Santa Cruz de la Sierra, a los Veintisiete días de Febrero de mil novecientos setenta y Cuatro años.

Dr. Oscar Gómez
RECTOR DE LA UNIVERSIDAD a.i.

SECRETARIO GENERAL

INTERESADO

UNIVERSIDAD AUTONOMA GABRIEL RENE MORENO SECRETARIA SANTA CRUZ BOLIVIA

Sample of a *bachiller en humanidades* awarded by the universities to students who have completed secondary school.

year of the *medio* cycle. An entrance exam (*examen de ingreso*) is required of all students requesting admission.

During the first year, both boys and girls follow the common curriculum of the first year of *medio*. The next three years are spent in a specialization — for boys: mechanics, carpentry, electricity, electronics, chemical processes, and auto mechanics; for girls: nutrition, home arts, and textiles. As the student progresses through the technical program, general theoretical study (*materias básicas*) decreases and practical study (*talleres prácticas*) increases. The mathematics course-work in the seventh semester may be more advanced than that received by students within general academic curricula. The final semester is spend entirely on work experience projects.

Upon completion of this four-year *medio* program, students receive the *técnico* title which is required to obtain employment. Technically, they are eligible to also request their *bachiller en humanidades* and continue within a related university program leading to the *licenciado*. However, most graduates tend to enter the job market, or continue for more advanced study leading to the title *técnico superior*.

Programs leading to the *técnico superior* are offered at the advanced technical institutes and in the universities (see "Higher Education"). To be admitted, students must possess the title, *técnico*, or they must have completed the general academic program and be eligible for the *bachiller en humanidades*. An entrance examination is required of all applicants from general academic programs.

The program is a three-year technical course of study. It is also necessary to present a small thesis (called a *memoria de grado*) in order to obtain the title. In cases where a *técnico superior* elects to attend a program within the university which leads to the *licenciado*, up to a year of transfer credit may be granted by the university on a course-by-course basis. Transfer credit is most often applicable to engineering programs.

Professors in the technical schools are either graduates of technical normal schools, engineers from the universities, or graduates of the technical schools themselves.

Commercial Program

The commercial program consists of two tracks. The secretarial track is of three years' duration, or eleven years in all, with one year of common subjects and two years in the secretarial specialty. Successful completion of the program leads to the title, *secretaria comercial* (commercial secretary).

The auditing (*contaduría*) track also consists of three years, but permits a further specialization within the fourth year — customs (*aduanas*), management (*administración*), or accountant (*contador*). These fourth year specialties lead to the titles, *perito de aduanas* or *administración* (expert in customs or administration), or *contador* (accountant). Students who, after four years, earn the title *contador* may continue for one additional year and qualify for the title *contador general* (general accountant). This study is equivalent to university programs of six semesters, or three years, which lead to the title *técnico superior*.

Artistic Program

During the first year, all students follow the common curriculum of the *medio* level. The next three years, they specialize — in music, or in the studio arts. Upon completion of the program, students earn the *técnico medio* and are eligible to receive the *bachiller*.

Agricultural Program

The *medio* program for students of agriculture consists of four years leading to the title *técnico*. Those students who successfully complete the program are also eligible to receive the *bachiller*, and may enter university programs in agriculture, or other programs which correspond to the previous, specialized, study in agriculture.

Transcripts and Documentation

Any of the following documents may be taken as proof of high school graduation:

- four certificates (*certificados de estudios*), one for each year of the four-year *medio* cycle, showing satisfactory grades (*calificaciones*).
- the diploma *bachiller en humanidades*.
- the title *técnico*, earned for study at the *medio* level (note that the title *técnico superior* is awarded for study beyond the *medio* level.)

Four certificates of study, one for each year of *medio*, together serve as a full transcript showing all courses completed and grades earned. These certificates are available for each year of study, regardless of the program followed, general academic or technical/vocational. They will reveal which track and specialization the student has followed. They will also indicate if the school is private (*particular*) or public (*fiscal*).

The *bachiller en humanidades* serves as a high school diploma, regardless of the secondary track followed. It is awarded upon the student's request, and by the university of the department in which the high school is located. This is an administrative procedure. Although awarded by Bolivian universities, the *bachiller* is not a university degree. All students who complete the *medio* cycle are eligible to receive the *bachiller en humanidades*, even those who specialize in chemistry/biology, physics/mathematics, or the technical specializations. Previously, students who specialized in science curricula were able to have their *bachiller en humanidades* converted into a *bachiller en ciencias*.

The *certificado profesional de técnico* (professional certificate of technician) is awarded for technical/vocational study at the *medio* level. Since this certificate also represents completion of *medio* study, it too can be regarded as a high school diploma. The title, "*técnico medio*", is often used when referring to students with this certificate. The *certificado profesional de técnico superior* (professional certificate of advanced technician) is awarded upon completion of the more advanced, three-year technical program. Both certificates, or titles, are awarded by the Ministry of Education and Culture when the technical programs are completed in one of the technical institutes, or by the

MINISTERIO DE EDUCACION Y CULTURA

DIRECCION NACIONAL DE EDUCACION TECNICA INDUSTRIAL

LA ESCUELA INDUSTRIAL SUPERIOR

"PEDRO DOMINGO MURILLO"

Por cuanto

Nacido en La Paz *el* 10 de Junio *del año de 19*55

habiendo cumplido con todos los requisitos de los planes de estudios y aprobado el Examen de Egreso y en conformidad al Art. 12 del Decreto Supremo 10703 de fecha de Febrero de 1973, le otorga el presente

CERTIFICADO PROFESIONAL

de

T E C N I C O

En la especialidad de: AUTOMOTRIZ

Dado en la ciudad de [illegible] *a los* 19 *días del mes de*

Abril [illegible] 77

Secretario [illegible]

Rector

Sample of the secondary technical professional certificate.

MINISTERIO DE EDUCACION Y CULTURA

DIRECCION NACIONAL DE EDUCACION TECNICA INDUSTRIAL

LA ESCUELA INDUSTRIAL SUPERIOR

"PEDRO DOMINGO MURILLO"

Por cuanto

Nacido en La Paz *el* 6 de Agosto *del año de 19*52

habiendo cumplido con todos los requisitos de los planes de estudio y aprobado el Examen de Egreso y en conformidad al Art. 18 del Decreto Supremo 10703 de fecha de Febrero de 1973, le otorga el presente

CERTIFICADO PROFESIONAL

de

TECNICO SUPERIOR

En la especialidad de: QUIMICA INDUSTRIAL

Dado en la ciudad de La Paz, a los 19 *días del mes de*

Mayo *de 19*76

Secretario General
Cultura y Educación Abaroa

Rector

Sample of the advanced technical professional certificate.

Bolivian universities, which also offer these technical programs (see "Higher Education").

Grading System and Promotion

Through 1968:

Bolivian grade	Rough U.S. equivalent
7	A
6	B
5	C
3.6 required for promotion	C-/D
3	F
2,1	F

1968 — 1972:

5—*excelente* (excellent)
4—*bueno* (good)
3—*regular* (passing)
2.6—required for passing
2—*deficiente* (deficient)
1—*malo* (bad)

(Source: Sasnett, Martena; Sepmeyer, Inez; Sharp, Theodore. *The Country Index*. North Hollywood, California: International Education Research Foundation, Inc., 1971.)

Beginning in 1972, the grading scale used in the *primario/medio* cycle in Bolivia is as follows:

7—*excelente* (excellent)
6—*muy bueno* (very good)
5—*bueno* (good)
4—*regular* (average)
3.6—required for promotion
3—*insuficiente* (insufficient)
2—*malo* (bad)
1—*muy malo* (very bad)

Promotion from the first year of *básico* into the second is automatic. From this point on, promotion is based upon achieving the required average *(promedio de promoción)* of 3.6.

Medio level students are evaluated each month and each term in every subject. In order to pass on to the next grade, students must post marks of at least 3.6 in each subject except in religion, music, physical education, and art which are not taken into consideration for promotion purposes.

Those who fail more than three subjects must repeat the entire year. Students who fail three subjects or less must demonstrate satisfactory improvement by compensation (*compensación* — the retaking of final examinations) in just those failed subjects, but they may retake the final examinations only once.

The grading system in the technical schools is the same as that of the universities: a scale of 1—100, with a passing mark of 51; however, a mark of 60 is passing for practical work.

Other Considerations

In addition to the regular public primary and secondary schools, the major state enterprises for mining and petroleum are obligated to provide educational services to the dependents of their employees. While these schools are under the control of the Ministry of Education and Culture, they are operated and managed by the state enterprises themselves (*Corporación Minera de Bolivia*, COMIBOL—Mining Corporation of Bolivia; and *Yacimientos Petrolíferos Fiscales Bolivianos*, YPFB—Bolivian State Petroleum Enterprise).

Further, there are many specialized formal educational programs operated by other ministries of the government. For example, the Ministry of Defense operates service academies and a military preparatory school; the Ministry of Health, a nursing school; and the Ministry of Interior, a police academy.

Private education plays a substantial part in the national program especially at the secondary level. Approximately one-fifth of the total enrollment is in the private schools, the proportion rising to one-third at the secondary level. The traditional core of private schools consists of a group of religious schools and schools that serve the foreign communities in Bolivia. They are usually of a good scholastic level. The Calvert School in La Paz is the only private school run North American style. It operates on an academic year from September to June and prepares students for entry into United States' colleges and universities. Its diploma was recently recognized by the Ministry of Education and Culture. Private schools may add courses to the general curriculum set by the Ministry, but may not delete courses from it.

All primary/secondary programs are offered at night as well as during the day, with the course of study being the same. The *certificados de estudios* for night-school students will indicate night-time attendance (*nocturno*).

Adults (those students over 15 years of age) may attend accelerated courses to complete a primary and secondary education in six years and receive a *bachiller por madurez suficiente* (adult diploma) or may take a series of examinations for the *bachiller autoenseñanza* (self-taught diploma) without attending school.

One of the unique features of the Bolivian educational system is found in its urban/rural parallel programs, by which Bolivia recognizes the very different needs of her rural students. The specialized structure allows rural students a degree of transferability to an urban program, should such an opportunity arise.

Rural children study in nuclear schools (*núcleos escolares*. See "Educational System—History"). These schools have at least the five primary grades. Larger villages also have intermediate schools. Rural students wishing to go on beyond the intermediate level may encounter problems in that little or no money is available for room and board. Therefore, only students with family or friends in the larger rural towns, where there are schools beyond the intermediate level, are able to persist beyond these barriers to complete their education through the *medio* level and into higher education.

TEACHER TRAINING

Prior to 1970

Before the 1970's, an integrated system for teacher training did not exist; instead, rural normal schools were under the jurisdiction of the Ministry of Rural Affairs, and urban normal schools were under the jurisdiction of the Ministry of Education and Culture. This rural/urban split, which occurred at all levels, led to uncoordinated building of facilities and to competition for limited resources. It also reinforced the prevailing philosophy that in the rural areas, education should be practical and vocationally oriented — teaching the Indian people how to care for themselves and to provide for their needs (home arts, manual trades, agricultural training, etc.). In the urban areas, teaching was to be more concerned with preparing young people for university admission and training for a profession.

Rural teacher training officially began in 1938 when the first rural normal school, *Escuela Normal Rural Santiago de Huata*, was established in the department of La Paz. The program to train rural teachers was designed for graduates of the then six-year primary cycle. The teacher training course in the rural normal schools consisted of four additional years of study, for a total of ten years of formal schooling. Upon successful completion of the program, students earned a *diploma de egreso*. After two additional years of actual teaching in the rural schools, students earned the title, *maestra normalista rural*. Students from the rural areas who completed four or all six years of the secondary cycle, could also prepare for rural teaching at the rural normal schools. Because of additional schooling at the secondary level, their teacher training program lasted only two years, for a total of twelve to fourteen years, before receiving the title, *maestra normalista rural*.

Urban teacher training began in June, 1909 in the city of Sucre, when the first urban normal school was established to train primary teachers. Eight years later, the *Instituto Normal Superior Simón Bolívar* was established in La Paz to train secondary teachers. However, pre-primary, primary, and in-service training departments were quickly added.

Admissions requirements and the course of study differed, depending at which grade level the students would teach upon graduation. To prepare for pre-primary and primary urban teaching, four years of the secondary cycle, or ten years of formal schooling, were required. At the end of the teacher training program of four years, or fourteen years of formal education in all, successful graduates earned the *diploma de egreso*. Only after two additional years of required teaching in the rural areas would the urban student teacher have received professional certification as *maestra normal de educación primaria*.

To prepare for urban teaching at the secondary level, students had to complete the entire six-year secondary cycle, and receive the *bachiller*. After a teacher training program of four years, students received the *diploma de egreso;* and after two additional years of required teaching in the rural areas, they received the title, *profesor de enseñanza secundaria*. Graduates of the urban teacher training schools were eligible for university admission.

The urban/rural split was further reflected in the content of the teacher training program. For both areas — rural and urban — this program consisted of general cultural subjects, pedagogy, and practice teaching. However, for students preparing to teach in the urban areas, the curriculum emphasized academic subjects although some vocational training was offered. On the other hand, curricular emphasis for students preparing to teach in the rural areas was on vocational education to the extent that an observer might conclude that rural education was, in fact, vocational education. The rural curriculum included, but to a much lesser degree, social studies, mathematics, and the native language. There was no teaching of foreign languages, natural sciences, or humanities. Similarly, the pedagogical portion of the urban teacher training program also included a broader range of subjects; i.e., fundamentals of psychology, history and philosophy of education, administration and legislation, sociological aspects of education, general and special methods of teaching, general orientation, and practice teaching. In contrast, the professional program for students preparing to teach in the rural areas was limited to general orientation and practice teaching courses.

Post-1970

Changes began in 1969 when the need for structural and administrative reform was recognized. All teacher training has now been brought together under the Ministry of Education and Culture, and teachers for all levels, in both rural and urban schools, are trained under a nationally organized system of normal schools. This system is divided into four categories as follows:

—**Integrated schools** (*escuelas integradas)* which prepare teachers for all subjects and for all grade levels. Currently, there are five integrated normal schools in urban areas:
- *Escuela Normal Integrada* (formerly, *Escuela Nacional de Maestros*) *"Mariscal Sucre"*, in Sucre
- *Escuela Normal Integrada* (formerly, *Escuela Normal*) *"Enrique Finot"*, in Santa Cruz
- *Escuela Normal Integrada* (formerly, *Instituto Normal Superior*) *"Simón Bolívar"*, in La Paz
- *Escuela Normal Integrada* (formerly, *Escuela Normal Superior Nacional*) *Católica*, in Cochabamba
- *Escuela Normal Integrada "Sedes Sapientiae"*, in Trinidad

—**Specialized schools** *(escuelas especializadas)* which prepare teachers for certain subject specialties in the *primario* and *medio* cycles. Art, music, physical education, and technical subjects are examples of subject specialties. There are five specialized normal schools:
- *Escuela Normal Especializada* (formerly, *Escuela Normal Superior*) *Técnica*, in La Paz
- *Escuela Normal Especializada*, in Oruro
- *Escuela Normal Especializada "Unsaga de la Vega"*, in Cochabamba
- *Escuela Normal Especializada "Evangélica de Vinto"*, in Cochabamba
- *Escuela Normal Especializada* (formerly, *Instituto Nacional Superior*) *de Educación Física*, in La Paz

—**Rural schools** (*escuelas rurales*) which are located outside of the urban areas, and which prepare teachers for the rural *primario* cycle, and for the rural technical schools. These schools are located in the following rural centers and departments: for *primario* — Caiza D, Potosí; Canasmoro, Tarija; Caracollo, Oruro; Charagua, Santa Cruz; Chayanta, Potosí; Cororo, Chuquisaca; Paracaya, Cochabamba; Portachuelo, Santa Cruz; Riberalta, Beni; Sacaca (2), Potosí; Santiago de Huata, La Paz; Vacas, Cochabamba; Villa Serrano, Chuquisaca; Warisata, La Paz. for *técnico* — Belén, La Paz; Buen Retiro, Cochabamba; Chimore, Cochabamba; Corque, Oruro; Tarata (2), Cochabamba; Ucurena, Cochabamba.

—**Postgraduate institutes** (*institutos superiores de educación*, ISE). There are two postgraduate institutes which provide teachers with opportunities for additional training: the *Instituto Superior de Educación "Franz Tamayo"* in La Paz, and the *Instituto Superior de Educación* in Tarija.

ADMISSIONS REQUIREMENTS

Admission to the normal schools now requires completion of twelve years of schooling (through the *medio* cycle) and the *bachiller* diploma. An entrance examination is given as well as an interview to determine the applicant's aptitude for teaching.

For admission to the postgraduate higher institutes, students must possess the title of *profesor* and have at least five years' teaching experience.

GRADING SYSTEM

Prior to 1972, the normal school grading system was based on a scale of one (lowest) to seven (highest); a 3.6 average was required for passing:

7 — *excelente* (excellent)
6 — *muy bueno* (very good)
5 — *bueno* (good)
4 — *regular* (average)
3 — *deficiente* (deficient)
2 — *malo* (bad)
1 — *pésimo* (very bad)

Beginning in 1972, a new grading system was established. It is based on a scale of one (lowest) to 100 (highest); 51 is the lowest passing grade:

90-100 — *sobresaliente* (outstanding)
77-89 — *distinguido* (very good)
64-76 — *bueno* (good)
51-63 — *suficiente* (sufficient to pass)
0-50 — *reprobado* (failure)

COURSE OF STUDY

The teacher training program consists of three or four years. Preparation for teaching at the *pre-primario*, *básico*, and *intermedio* cycles takes three years; programs for *medio* and specialized teaching are of four years' duration. However, many students attend school on a part-time basis and, therefore, take longer than the minimum three/four years to complete their programs.

Each academic year consists of two semesters of approximately sixteen weeks. The final, practice-teaching, semester is supervised by a master teacher in the classroom to which the normal school student is assigned; all details of the assignment are administered by the normal schools.

Teacher preparation: *primario, básico, and intermedio*

Orientation course (consists of introduction to education, educational psychology, native language, mathematics, natural sciences, social sciences. Urban preparation also includes physical education, music, art. Rural preparation includes agriculture, home economics, and recreation.)	1 semester
Teacher preparation program *(curso de formación)* (continuation of basic subjects as appropriate in skills areas; teaching theory, methods, administration, curriculum.)	2 years
Practice teaching (in *pre-primario*: eight weeks for each of two semesters; in *básico*: three weeks for each of the five grades; in *intermedio*: four weeks for the first year, and six weeks for the second and third years.)	1 semester
TOTAL	3 years

Teacher preparation: *medio* and specialized fields

(Specialized fields include music, foreign languages, fine arts, physical education, and technical subjects)

Orientation course (consists of introduction to education, educational psychology, native language, mathematics, natural sciences, social sciences. Urban preparation also includes physical education, music, art. Rural preparation includes agriculture, home economics, and recreation.)	1 semester
Teacher preparation program *(curso de formación)* (-Education courses in philosophy and history of education, school legislation, educational psychology and sociology, general and special education methods.) (-Concentrated coursework in the subject area to be taught. These areas include: foreign languages, social studies, language and literature, physics and chemistry, philosophy and psychology, mathematics, natural science, art, music, physical education, and technical-vocational education. The latter requires one extra semester of subject preparation. The subject area, in effect, becomes the student's major.)	3 years (3½ years for technical)
Practice teaching (-Four weeks in each of the four grades.)	1 semester
TOTAL	4 years (4½ years for technical)

TRANSCRIPTS AND DOCUMENTATION

Upon satisfactory completion of their coursework and supervised student teaching, students are given a *certificado de aprobación del índice académico* (certificate of "pass" for the academic index); this certificate is given by the normal school and means the student has achieved a satisfactory academic record. Students may also request and obtain from their normal school a *certificado de estudio*, or a *certificado de notas* (certificates of studies or grades) for each semester of enrollment. Each certificate lists all subjects taken and grades received. Together, they serve as an academic transcript; therefore, an admissions officer should be sure the total number of certificates submitted correspond to required semesters of normal school attendance.

Normal school students must overcome one more hurdle before they are formally graduated from a teacher training program; they must take a comprehensive examination *(examen de grado)* or submit a mini-thesis *(tesina)*. When this final academic effort has been approved, students qualify for the *certificado de egreso*, which certifies that all diploma requirements — coursework, practice teaching, and examination or thesis — have been met. For all intents and purposes, the *certificado de egreso* serves as a certificate of graduation from the three or four-year normal school program, and is awarded by the normal school. A student receiving the certificate is called an *"egresado"*.

Professional titles are not granted to normal school graduates until they have spent at least two years teaching in the rural areas of Bolivia. The professional titles then granted are: *profesor de enseñanza primaria* (primary school teacher), and *profesor de enseñanza secundaria* (secondary school teacher); these titles are granted by the Ministry of Education and Culture.

COURSES OF STUDY IN THE HIGHER INSTITUTES OF EDUCATION

As of 1977, there are five basic kinds of postgraduate programs in the higher institutes of education (ISE - *institutos superiores de educación*):

- —Specialization programs which require at least two years of study. These programs are designed to additionally train very qualified teachers.
- —In-service training programs of short courses designed to improve teaching methods (e.g., a six-month course was offered by ISE, in conjunction with UNESCO and the Organization of American States, 12/11/72 to 5/31/73).
- —Seminars lasting five to eight days designed to promote evaluation and innovation.
- —Permanent extension programs designed to improve the educational level of the general public via radio and television.
- —Permanent programs of research and data collection designed to assist the Ministry of Education and Culture, the academic community, and other technical organizations.

The two-year specialization programs are currently offered in educational administration, pedagogy, and didactics. Additional courses have been approved but have not yet been added to the curriculum. Enrollment to these programs is limited to forty students; thus, admission is very competitive. To be considered, all applicants must possess the title of *profesor*, and have at least five years teaching experience. Successful candidates are granted a leave from their teaching responsibilities and are given a government scholarship to participate in the program. Study consists of research projects as well as classroom work. Upon satisfactory completion of the program and submission of a thesis, the title, *experto* or *maestría* is awarded. The difference between the two depends on the program followed — *experto* for programs oriented towards educational administration, and *maestría* for programs oriented towards teaching practices.

For attendance at the various in-service extension programs and seminars, the ISE grants certificates (e.g., *certificado de mejoramiento docente*) or diplomas which do not carry academic credit. These courses are designed to provide professional development to an already titled teacher; benefits are usually professional advancement.

OBSERVATIONS ON THE NORMAL SCHOOLS

The 1970 reforms integrating all normal school training are beginning steps in creating a modern system of teacher education for all of Bolivia. Teacher training programs for urban and rural sectors, at all grade levels, are now longer and require completion of the *medio* cycle as a basis for admission. This means that prospective teachers are getting more preparation in academic and teacher training subjects.

Unfortunately, this is not the preparation of most current faculty in the normal schools, most of whom were educated under the pre-1970 normal school system. To qualify for their faculty positions, these teachers needed eight years of teaching experience and two years as a school principal, in addition to their normal school training. This training, in the urban areas, could have been built upon only ten years of primary/secondary schooling; in the rural areas, it could have been based on as little as six years of primary. In short, the academic background of professors of prospective teachers for grades one through twelve, is equal to, or less than, the academic background of the students they are teaching - even in the specialized areas of mathematics, languages, sciences, and technical subjects.

Since teachers in the normal schools have not themselves completed the more advanced levels of what is considered a university-level education, they can be expected to provide only basic college study to their students. Therefore, even when students with all four years of *medio* and the *bachiller* go on to complete the four-year normal school program, they cannot be considered to have had the equivalent of the bachelor's degree which is prerequisite for admission to most U.S. graduate programs.

The Ministry of Education and Culture is obligated to employ all normal school graduates; thus, a substantial portion of the annual budget goes to teachers' salaries and other administrative costs. Very little money remains to finance purchase of books, supplies, and teachers' educational aids, or for the improvement of physical facilities.

ESCUELA NORMAL INTEGRADA
"SIMON BOLIVAR"
LA PAZ - BOLIVIA

POR CUANTO

Don (a) _____

Nacido en Cochabamba el 25 de Abril de 1.97 54

Completó los indices académicos y aprobó los exámenes de grado correspondientes al:

SERVICIO DE EDUCACION URBANA

NIVEL Medio

CICLO _____

CARRERA Artes Plásticas

Habiendo obtenido el siguiente puntaje promedio en la aprobación del indice académico total: _____

POR TANTO:

La Escuela Normal Integrada "Simón Bolívar", de acuerdo al art. 87 del Decreto Ley de Escuelas Normales de Bolivia, No. 12139 de 15 de Enero de 1975 le otorga el presente:

Certificado de Egreso

Como público testimonio de su formación pedagógica, científica, aptitud y competencia para ejercer la profesión docente en calidad de:

PROFESOR DE:

Artes Plásticas

Es dado en La Paz, a 30 de Julio de 1.97

RECTOR — JEFE DE ARCHIVO Y DOCUMENTACION

Registrado en el folio No. 21-22 del libro de matrícula de la Escuela Normal Integrada "Simón Bolívar", bajo la partida No. 82 _____

Sample of a normal school certificate which indicates completion of all diploma requirements including practice teaching and thesis.

MINISTERIO DE EDUCACION Y CULTURA
DIRECCION GENERAL DE EDUCACION RURAL

Por cuanto:

nacido en Portachuelo-Sta Cruz el 10 de Mayo de 1949 egresado de

Normal Rural "Rafael Chávez Ortiz" - Portachuelo

de conformidad con los Decretos Supremos de 10 de Junio de 1937 y 21 de Abril 1939, y las disposiciones contenidas en el Decreto-Ley de Reforma Educativa del 20 de Enero de 1955.

POR TANTO: *a nombre de la Nación, se le otorga el presente:*

TITULO PROFESIONAL

como público testimonio de su capacidad para ejercer la profesión.

DADO *en la ciudad de La Paz, a los 18 días del mes de Julio de 19 73.*

MINISTERIO DE EDUCACION Y CULTURA
DIRECCION NACIONAL DE EDUCACION RURAL
La Paz - Bolivia

Prof. IGNACIO PARAVICINI RUIZ
Director General de Educación Rural

Refrendado:

Violeta Fernández
Secretaria General de la Dirección General de Educación Rural

Anotado en el Folio No. _____ del libro _____ "Registro de Títulos y Diplomas", bajo la partida No. _____

Interesado

Sample of the professional title granted to normal school graduates only after they have also completed the two-year rural teaching assignment.

The one-semester course in the normal schools is designed to assist students in making the transition from the *medio* cycle where preparation — particularly in mathematics and the sciences — may be deficient. Beyond this orientation course, students receive considerable exposure to academic subjects in their major areas of study; however, laboratory experience is minimal compared to U.S. standards.

HIGHER EDUCATION

BACKGROUND AND ADMINISTRATION

Like many South American universities, those in Bolivia developed out of groups of autonomous faculties, of which law was the most important. Despite constant change and attempts at reform before 1970, higher education in Bolivia evolved slowly with little innovation and inadequate planning. Toward the late 1960's and early 1970's, the political atmosphere was heated, the universities were deeply involved in political activities, and the times were marked by frequent student strikes and school closings. Matters came to a head in August 1971 when a revolt toppled the incumbent government. The new administration arrested some 300 students, and a substantial number, along with many professors, went into exile.

The government closed universities throughout Bolivia. Students were prohibited from engaging in national or international politics, and the National Commission of University Reform was appointed to prepare a basic set of rules to govern the university system. Its main purposes were to integrate the then autonomous universities into a coordinated public system of higher education, to reduce the duplication of faculties and programs, and to improve internal planning and administration.

In June 1972, the Fundamental Law of the Bolivian University (*La Ley Fundamental de la Universidad Boliviana*) became the legal instrument governing structure and operations of the universities. Under this new law, the principle of university autonomy, always a source of pride in South American countries, was reaffirmed, but only with respect to academic matters. A new body, the National Council on Higher Education (CNES — *Consejo Nacional de Educación Superior*), was charged with unifying the eight existing universities, and was assigned broad administrative authority over them. Specifically, CNES proceeded to implement the following:

- Uniform academic programs, calendars, credits, and grading systems which facilitate movement of students and faculty from one university to another.
- A new organizational concept of faculties (*facultades*), or schools, supported by a variety of related academic departments. Courses in several different departments, sometimes even across school lines, constitute the various *carreras* (courses of study, or career majors) in which university students may enroll.
- Entrance exams as a requirement for university admission.
- One catalog for the entire university system which summarizes departmental requirements for each *carrera*, explains academic and administrative regulations, and provides information on employment opportunities.

CNES is charged with administering the universities; however, the Conference of the Bolivian University (*CONUB — Conferencia de la Universidad Boliviana*) is the highest overall academic authority. *CONUB* consists of four representatives from *CNES*, and all university presidents (*rectores*). The conference meets twice a year to resolve questions on policy and to plan the overall direction of the universities.

THE CAMPUSES

Universidad Boliviana Gabriel René Moreno
Location: Santa Cruz *(Oriente)*
Year founded: 1880
Number of students: 2,838*

Universidad Boliviana General José Ballivián
Location: Trinidad, Department of Beni (*Oriente*)
Year founded: 1967
Number of students: 125*

Universidad Boliviana Juan Misael Saracho
Location: Tarija *(Yungas)*
Year founded: 1886
Number of students: 1,124*

Universidad Boliviana Mayor de San Andrés
Location: La Paz *(Altiplano)*
Year founded: 1830
Number of students: 13,619*

Universidad Boliviana Mayor de San Simón
Location: Cochabamba *(Yungas)*
Year founded: 1832
Number of students: 6,716*

Universidad Boliviana Mayor San Francisco Xavier de Chuquisaca
Location: Sucre *(Yungas)*
Year founded: 1624
Number of students: 3,929*

Universidad Boliviana Técnica de Oruro
Location: Oruro *(Altiplano)*
Year founded: 1892
Number of students: 3,001*

Universidad Boliviana Tomás Frías
Location: Potosí *(Altiplano)*
Year founded: 1892
Number of students: 2,094*

Universidad Católica Boliviana
Two locations: one in La Paz *(Altiplano)*, and one in Cochabamba *(Yungas)*
Year founded: 1966
Number of students: 1,140*

*These figures, obtained from CNES, reflect enrollments of the second semester of 1976.

ORGANIZATION

The eight public universities and the private Catholic university are defined collectively as the *Universidad Boliviana*, and over 25,000 students are enrolled. The public universities are dispersed countrywide, with one each in eight of the nine Bolivian departments; only the department of Pando does not have its own university. The private university is located in La Paz. The universities are frequently referred to by the name of the cities in which they are located, but most have other official names, prefixed by "*Universidad Boliviana*," or "*Universidad Boliviana Mayor* (Bolivian University, or Higher Bolivian University)." Some 48% of the total enrollment is in the two universities in La Paz and 22% in the university at Cochabamba; the remaining universities enroll from 1,124 to 6,716 students, with the exception of the new university in Beni which enrolls only 125.

Overall in the Bolivian University system there are seven academic faculties, or schools, with from five to seventeen departments as follows:

Faculty of Agriculture (new as of 1977; will probably assume some departments from the already existing Faculty of Health Sciences and the Faculty of Technology, named below).

Faculty of Architecture and Art
- Analysis and Theory of Architecture and Art
- Architecture
- Art
- Construction
- Folklore and Tourism
- Music
- Urbanism

Faculty of Health Sciences
- Animal Morphology and Pathology
- Animal Physiology
- Animal Production
- Animal Public Health
- Animal Surgery
- Child Care
- Medicine
- Morphology
- Nursing
- Nutrition
- Odontology
- Pathology
- Pharmacy
- Physiology
- Public Health
- Surgery
- Veterinary Science

Faculty of Pure and Natural Science
- Biology
- Chemistry
- Geosciences
- Mathematics
- Physics

Faculty of Social Sciences
- Business Administration
- Communication
- Economics
- Jurisprudence
- Social Science
- Social Services

Faculty of Humanities and the Science of Education
- Communications
- History and Geography
- Linguistics
- Literature
- Pedagogy
- Philosophy
- Psychology

Faculty of Technology
- Agronomy
- Civil Engineering
- Electrical and Electronic Engineering
- Forestry
- Industrial Engineering
- Mechanical Engineering
- Metallurgy and Processes
- Mines and Petroleum

Altogether, these faculties (or schools) and departments offer eighty-five *carreras* (see Table 4). In the nine-campus system, course titles and numbers, course descriptions, and *carrera* requirements are uniform. In addition, five of the campuses within the system — San Andrés, Potosí, Oruro, Santa Cruz, and Tarija — include a polytechnic institute *(instituto politécnico)*. These are technical divisions of the universities which do not have the rank of faculties. *Carreras* are offered in fields such as industrial chemistry, electricity, mechanics, machines, surveying, and radio/television. Also, a university extension program contributes to the development of the community by sponsoring a variety of programs such as movies, conferences, short courses, folkloric presentations and concerts.

ACADEMIC DEGREES AND PROFESSIONAL TITLES

It is a feature of the Bolivian educational system that two kinds of titles are most frequently earned by students: academic titles or degrees, and professional titles. At the university level, the only purely academic title awarded upon completion of a given set of academic requirements (coursework, and final examination or thesis), is the *licenciado*. However, in order to exercise a profession, one who is a *"licenciado"* frequently also requests professional entitlement, which in Bolivia is called the *título en provisión nacional*. This title is intended to give holders the right to practice their professions; it does not enhance their professional preparation. However, the professional title in actuality may or may not be required for employment. In the case of doctors or lawyers, it is required to practice medicine or law; however, engineers do not find it difficult to

obtain employment in a private firm without the *título en provisión nacional,* although they are not able to authorize certain actions without it.

There are also levels of professional titles. The universities offer *carreras* which lead to the title of *técnico superior,* which is considered to be within the realm of higher education. Another title, the *técnico medio,* is given for completion of *carreras* which parallel programs offered in the secondary technical schools. The *técnico medio* is not considered to be higher education. These two *carreras* differ from those leading to the *licenciado* in that they deal less with theory and more with practical application of skills learned. The *licenciado* is apt to be the theoretician and scientist—the one who formulates overall policy; the *técnico superior* is the foreman — the one who translates theory into implementable programs and plans. The *técnico medio* is the skilled worker; sometimes he supervises and directs. (Also see "Secondary Education — Technical Program.")

The line between *licenciado* and *técnico superior* is not always clear; in fact, for admission purposes in Bolivia, both require a *bachiller* or its equivalent. Also, some *carreras* that now lead to a *técnico superior* used to lead to the *licenciado.* It is interesting to note that the *licenciado* track in physics may be eliminated in favor of the *técnico superior,* since there is no economical attraction for a *licenciado* in physics.

ADMISSIONS REQUIREMENTS

Prior to 1972, the *bachiller* was required for admission to the universities; some universities also required an entrance exam. This inconsistency resulted in a confusing application process. Therefore, beginning in 1972, an entrance examination was required of everyone in addition to the *bachiller.* It was created by *CNES,* not only because of the varying quality of preparation in the secondary schools, but also in order to establish orderly university entrance procedures. Despite some pressures against this kind of examination and selection procedure, *CNES* now administers the entrance examination simultaneously throughout the country with the assistance of the universities.

The entrance exam consists of two parts: one to test academic ability in the areas of study at the *medio* level; and one to test students' aptitude for conceptualization, their reasoning ability, and their possession of those general skills relating to the assimilation of knowledge.

Beginning then in 1972, for admission to *carreras* leading to the *licenciado* and to the *técnico superior,* students must present the *bachiller.* They must also take the two-part entrance examination in order to gain admission to the Bolivian University. For admission to *carreras* leading to the *técnico superior* at one of the polytechnic institutes within the Bolivian University, students must present their title of *bachiller,* but are exempted from the entrance examination. To enter a *carrera* leading to the *técnico medio,* a student need only present evidence of successful completion of the *intermedio* cycle, although he may have completed schooling beyond that cycle.

Prior to admission, some universities offer to students already possessing the *bachiller* a "vestibular course" (*curso vestibular*) in order to reinforce and summarize curricular content of the *medio* cycle. This kind of study naturally assists the student in preparing for any university's entrance exam. The vestibular course is optional — both for the universities to offer, and for the students to take. Completion of this course in no way exempts a student from the Bolivian University's entrance exam, nor does it guarantee admission to any segment of the University.

ACADEMIC CALENDAR

Prior to August 1971, university courses were offered on an annual basis. Interruptions in the academic year occasionally occurred because of student strikes or changes in government. There are two recent and notable instances of such interruptions; official transcripts showing coursework completed will not be available for these periods from any Bolivian university.

First, with the overthrow of the Torres government in late August 1971, all Bolivian universities were closed; classes did not resume until the following academic year, in August 1972.

Second, in the first semester of 1976, the universities in La Paz, Sucre, and Cochabamba were shut down because of student unrest.

The academic calendar has changed twice during the 1970's. Between 1972 and 1974, a *cuatrimestre* (quarterly) system was in effect. It included an optional eight-week summer session (January and February) which was subsequently dropped with the revision of the calendar.

Currently, the academic year is divided into two semesters (*semestres*): classes for the first semester beginning in late February or early March and ending in late July; classes for the second, running from August through December.

GRADING

Prior to 1972, the university grading system was based on a scale of one (lowest) to seven (highest); a 3.6 average was required for passing:

7 — *excelente* (excellent)
6 — *muy bueno* (very good)
5 — *bueno* (good)
4 — *regular* (average)
3 — *deficiente* (deficient)
2 — *malo* (bad)
1 — *pésimo* (very bad)

Beginning in 1972, a new university grading system was established. It is based on a scale of one (lowest) to 100 (highest); 51 is the lowest passing grade:

90-100 — *sobresaliente* (outstanding)
77-89 — *distinguido* (very good)
64-76 — *bueno* (good)
51-63 — *suficiente* (sufficient to pass)
1-50 — *reprobado* (failure)

Grades (*calificaciones*) over 89 are rarely awarded. For promotion to the next semester, a student must maintain an average (*promedio*) of at least 51% in at

least two courses within his *carrera*. Formerly the average required for promotion was 3.6.

If a student withdraws from a course within the allowed time period (usually one month after registration opens), the notation *"R — abandonó con honor"* (honorable withdrawal), or *"retiro de materia"* (dropped the course) will appear beside the course on the transcript. A student who drops out of his studies completely can get a *certificado de retiro voluntario* (certificate of voluntary withdrawal). The time limits within which any withdrawal may occur are fixed by and appear in the academic calendar.

Additional ungraded symbols are:

C — *pasa en forma condicional* (conditional pass; this is incomplete work. The student has until the fourth week of the next semester to complete the course but may not receive a grade higher than 70%. He will receive "0" if he fails to complete the course.)
O — *aplazado* (failure).
M — *la materia continua* (the material, thus the grade, carries over to the next semester).

Factors taken into consideration in awarding grades include attendance, quizzes, tests, practical or written assignments, and a final examination.

COURSES AND CREDITS

Full-time students carry 20-25 credits per semester; however, many students attend the universities on a part-time basis (for full-time students, the standard length of the *carreras*, in semesters, is outlined in Table 4). Credits are earned on the basis of complexity or difficulty of material; e.g., analytical chemistry may carry three credits while drawing carries one. Courses vary from one to six credits. Theoretically, one credit represents one hour of classroom lecture a week, plus two hours of preparation by the student outside of class. Three hours of practical or laboratory work each week (no outside preparation) also earns one credit. Library and research facilities, and even textbooks, are not plentiful; thus, students may be handicapped in doing outside preparation.

Courses are offered early in the morning and late in the evening as well as during the day. This arrangement allows working students to fit their classes around their job hours.

COURSE OF STUDY WITHIN THE BOLIVIAN UNIVERSITY

Carreras leading to the *licenciado* vary from 4 to 7 years of full-time study. Those more closely approaching traditional humanities areas are usually 4 to 4½ years in length. Those in traditional sciences or in the professional areas of engineering, law, or medicine usually take from 5 to 6 years. Similarly, *carreras* leading to the *técnico superior* vary from 2½ to 4 years of full-time study. Many students work as much as a full-time shift, thus attend the university part-time. It may take them much longer to earn their degrees.

Regardless of *carrera*, the first semester for all students is the basic course (*curso básico*). It consists of those courses required in common by similar *carreras* within a given school. These courses are described as "introductory" or "remedial," and often carry a course number of "99." Particularly in the scientific and professional *carreras*, these courses serve as a bridge for students coming from the *medio* cycle where science and mathematical preparation may be deficient.

The remaining semesters consist of: courses required for the *carrera (materias obligadas)*; elective courses which the student must select from a list of subjects directly related to the *carrera (materias electivas)*; and free electives which the student chooses to broaden his education (*materias libres*). In practice, because each *carrera* is so highly structured, very little room remains for both related and free electives.

Students rarely change from one *carrera* to another; when they do, courses of the former *carrera* are transferable insofar as they meet requirements of the new one.

Upon successful completion of the *carrera*, the student receives a *certificado de egreso* (graduation certificate). This document certifies that the student has completed all, and is competent in, course requirements for the specific *carrera*. If the student in a *carrera* leading to the *licenciado* then successfully completes a thesis or project (*tesis*, or *proyecto de grado*), or a final examination (*examen de grado*), he then qualifies for the *licenciado*. The *licenciado* is an academic title conferred by the particular university. After receiving the *licenciado*, a student is entitled to apply for the professional title, *título en provisión nacional* (literally, qualification to provide for the needs of the nation). This professional title is granted by *CNES*, always in the field of the student's academic *carrera* (e.g., *ingeniero, economista*, etc.).

The program of study leading to the *técnico superior* differs in length and in emphasis from the program leading to the *licenciado*. Its emphasis and how it compares to curricula in U.S. institutions offering first-level professional programs can be observed by thoroughly reviewing the *certificado de notas* (transcript), and descriptions of the student's coursework. When a student successfully completes his studies and a *tesina* (little thesis), he earns the title *técnico superior* from the university, or from other institutions entitled to grant that title.

Study in *carreras* leading to the *técnico medio* is terminal, both in the *medio* cycle, and in the universities. In the *medio* cycle, completion of the *técnico medio carrera* entitles the student to request the *bachiller*, along with possible admission to a *carrera* leading to the *técnico superior* or to another related university program. At the university level, completion of the *técnico medio carrera* may similarly entitle the student to pursue admission to another university *carrera*, one leading either to the *técnico superior*, or to the *licenciado*. (Also see "Secondary Education — Technical Program.")

Study leading to the *técnico medio* varies from 3 to 3½ years, and consists of general, secondary-level academic material (including technical mathematics), special studies in technical theory, and practical shop training (*talleres*) in the student's specialty — radio, T.V., automobiles, electricity, or mechanics.

No graduate-level programs have ever been offered by the universities in Bolivia. *"Doctor"* (or *"doctorado"*) is now a courtesy title used for some lawyers who studied up through 1971, and who may have received such a title for completing their university studies at the *Universidad Mayor de San Francisco* in Sucre.

For a complete listing of *carreras* offered by the Bolivian University, along with their length in semester, refer to Table 4.

TRANSCRIPTS AND DOCUMENTATION

Students can obtain a *certificado de notas* or *certificado de calificaciones* from their university for each semester (previously quarter) of university study. Therefore, a Bolivian university transcript consists of several certificates, one for each semester of the student's university attendance. Each certificate indicates the name of the *carrera*, and whether it is at the level of *licenciado, técnico superior,* or *técnico medio.* The number and name of the course is included, as well as the number of credits *(CR)* and the grade *(nota)* earned for each course. In some instances, the grade is also written out in letters; in others, the grade points *(puntaje)*, obtained by multiplying the numerical grade by the number of credits, will be included. Where the *puntaje* is included, an overall grade point average for the semester can be obtained by dividing the *puntaje* by the credits. A column labelled *"observaciones"* also indicates whether the student has passed *(aprobado* or *aprobo)* or failed *(reprobado* or *reprobo)* the course.

The *certificado de egreso* indicates satisfactory completion of all coursework for the particular *carrera* in which the student was enrolled. It is granted by the faculty, or school, of the university in which the student has studied. The name of the *carrera* is inserted.

The academic title *(título académico), licenciado en* _____, carries the name of the university conferring it, and the signatures of dignitaries within that university. It is conferred only after the student has completed additional examination or thesis requirements, even though all coursework has been completed.

The professional title, *título en provisión nacional,* is granted by *CNES* after the student has earned the *licenciado.* Sometimes this diploma also carries the name *Universidad Boliviana.* Again the name of the student's *carrera* within the university is indicated. Signatures include those of *CNES* officials, as well as some from the university. A goal of *CNES* is to award both titles, academic and professional, within approximately ten days of each other. However, the actual lapse in time is frequently much longer, up to five months in some cases.

Questions regarding the authenticity of either academic or professional titles may be directed to: *Consejo Nacional de Educación Superior (CNES),* La Paz, Bolivia.

A while after the 1972 reorganization of universities in Bolivia, a uniform catalog for the nine-campus system became available. Primarily it is designed to assist students in their academic and career planning; but also it is an informational bulletin for the general public. Admissions officers will find the catalog very helpful as it provides a detailed summary of courses required for each *carrera*, as well as descriptive entries for each course offered in the departments. Bolivian students coming to the United States for transfer or graduate study should, in the flow of admissions correspondence, be advised to bring their copy of the general catalog, or at least a copy of that section of the catalog which outlines requirements for the *carrera* followed.

THE BOLIVIAN UNIVERSITY SYSTEM

Generally, the universities' physical facilities are more adequate than those of the *primario* and *medio* cycles. Nevertheless, the universities have grown sporadically, and now their buildings are scattered irregularly throughout the cities in which they are located. Therefore, students may have to travel widely to take all the courses required for their *carreras.*

The universities are building; signs of construction are all over Bolivia. Nevertheless, it is difficult for them to keep up with the rapidly expanding student population. The universities also cite lack of equipment as a problem.

Library facilities are not as developed as Bolivian educators would like them to be. At San Andrés, the largest university in Bolivia, a great quantity of text and resource books lay uncatalogued; there simply is not enough physical space to accommodate them. The library observed there had closed stacks; this was also the case in another university library visited. As some U.S. institutions are discovering, acquisition costs of adequate and current journals are very high. Bolivian libraries are finding such costs prohibitive, thus faculty and students are not always able to keep abreast of latest scientific and professional research.

Textbooks are expensive and generally selections from textbooks are copied by professors for their students' use. Texts available in sciences and technology are largely written in English, which poses difficulties for students not yet fluent in that language. Many students, at least those coming directly from the public *medio* cycle, have generally not had more than two hourly periods of English a week throughout grades nine to twelve.

Overall library strengths seem to lie within the area of law; resources in engineering, technology, and the medical sciences are modest to inadequate, and are apt to be outdated.

The Bolivians are anxious to capitalize on the prime geographical locations of their universities. In the *Altiplano,* extensive applied research is being conducted by San Andrés University in solar fields and cosmic rays, life in the high altitudes, genetics, and nuclear medicine. In Oruro and Potosí, emphasis is on the mining industry. The often neglected lowlands around Santa Cruz are now being recognized as a rich agricultural depository. Veterinary medicine is now one of the few full-time programs at the university there. In Beni, the academic program centers on agriculture and cattle raising. The Catholic University in La Paz, created for the purpose of developing leadership in non-engineering fields, lends its expertise to the government in La Paz through institutes which perform research in psychological, social, and international areas. Some of this research is conducted in separate institutes; some is

funded by and conducted within the universities' faculties themselves.

The universities are unable to pay the kind of wages to ensure a full-time job commitment from their professors. Therefore, the teaching staff is made up of professionals holding full-time positions off-campus, and to whom students have only limited access. Working full-time and teaching part-time does not allow the teaching staff much time for professional development through reading, study, etc. It also means that it teaches in the early mornings and late evenings, which is frequently a convenience to the Bolivian student, who also works full-time. Faculty members generally hold a *licenciado,* and some hold foreign degrees equivalent to the master's or to the Ph.D. However, it is still difficult for the universities to find faculty skilled in those areas so desperately needed today — technology, pure and natural sciences, and social sciences. At Oruro, they have found that young, qualified graduates who are hired on as instructors frequently leave teaching after only a few months to move into better paying professional positions in industry. It appears that this unfortunate exodus occurs throughout the system.

OTHER INSTITUTIONS

The *Escuela de Ingeniero Militar* (School of Military Engineers), run by the Ministry of Defense, is the only other institution in Bolivia authorized to grant the *licenciado.* It offers three programs of study — construction, geography, and just recently, electronics. Courses may be taken at the Bolivian University within the faculties of engineering. Students prepared in the *colegios militares* (military secondary schools) or in the *Liceo Militar* in Sucre are eligible for entrance. Graduates of the *medio* cycle who have obtained their *bachiller* certificates may also enter; however, they do so at the lowest military rank and must complete a military orientation course before they can participate in the academic program. After five years of study, graduates receive the title *ingeniero militar,* as well as the military rank of lieutenant *(teniente).*

There are other schools and institutions in Bolivia which offer education outside of the formal *medio* and *intermedio* program. Bolivian advisors to workshop participants did not include such institutions in their discussions and there was insufficient time to investigate them. It is reasonable to assume that these schools or programs offer training for employment or some form of special instruction beyond traditional academic study. Students presenting credentials from such institutions should also be requested to present records from previous schools attended. Admissions officers will want to review these carefully to determine admissions status, and overall level of schooling. Once these have been established, admission, advanced standing, and/or credit for attendance at special-purpose institutes may or may not be advised, subject to departmental recommendations, and to the receiving institution's policies.

Table 4

CARRERAS OFFERED[1] WITHIN THE BOLIVIAN UNIVERSITY SYSTEM AND THEIR LENGTH IN SEMESTERS[2]

Carreras by faculty (school)	Length of time, in semesters of full-time study, required to earn title indicated[2]. Licenciado	Técnico Superior	Técnico Medio
Faculty of Agriculture (Instituted in 1977; information is not yet available)			
Faculty of Architecture and Arts			
Architecture	11	-	-
Art - Painting	8	6	-
Art - Sculpture	8	6	-
Folklore	-	6	-
Music - Composer	12	-	-
Music - Conductor	12	-	-
Music - Musical Interpretation	-	9	-
Tourism	-	6	-
Faculty of Health Sciences			
Biochemistry	8	-	-
Clinical Laboratory	-	5	-
Medicine	12	-	-
Nursing	9	6	-
Nutrition and Dietetics	8	6	-
Odontology	9	-	-
Pharmacy	8	-	-
Physical Therapy	-	7	-
Radiology	-	5	-
Veterinary Medicine & Zootechnics	12	-	-
Faculty of Pure and Natural Sciences			
Biology	-	8	-
Chemistry	10	8	-
Geography	10	-	-
Geology	10	-	-
Geophysics	10	-	-
Information (computer) Science	10	6	-
Mathematics	10	7	-
Physics	9	-	-
Physics (lab technician or secondary teaching preparation)	-	6	-
Statistics	10	2	1
Faculty of Social Sciences			
Accounting (*Contabilidad*)	-	6	-
Auditor	8	-	-
Business Administration (*Administración de Empresas*)	10	-	-
Communication (*Periodismo*)	8	-	-
Economics	10	-	-
Law	10	-	-
Sociology	9	5	-
Social Service	10	8	-

Table 4 (continued)

Carreras by faculty (school)	Length of time, in semesters of full-time study, required to earn title indicated[2]. Licenciado	Técnico Superior	Técnico Medio
Faculty of Humanities and Science of Education			
Clinical Psychology	9	-	-
Educational Psychology	9	-	-
History	8	-	-
Library Science (*Bibliotecología*)	-	6	6
Linguistics (teaching preparation)	8	-	-
Literature	8	-	-
Modern Languages (German, French, English)	8	-	-
Native Languages (Aymara, Quechua)	-	6	-
Pedagogy	8	-	-
Philosophy	8	-	-
Psychometry	-	6	-
Faculty of Technology			
Agronomy	10	-	-
Agronomy Engineering	10	-	-
Agronomy of the *Altiplano*	*10*	-	-
Agronomy of the Tropic Region *(Oriente)*	10	-	-
Agronomy of the Valley Region *(Valles)*	10	-	-
Chemical Engineering	10	-	-
Civil Engineering—			
Structures	10	-	-
Sanitary Hydraulics	10	-	-
Highway	10	-	-
Cultivation in the Tropics	-	8	-
Electrical Engineering	10	-	-
Electronic Engineering	10	-	-
Fruit Culture and Enology	-	8	-
Forest Engineering	10	8	-
Industrial Engineering	10	-	-
Mechanical Engineering	10	-	-
Metallurgical Engineering	10	-	-
Mine Engineering	10	-	-
Minerals	10	-	-
Petroleum Engineering	10	-	-
Polytechnic Institutes			
Automotors	-	-	6
Aviation Mechanics	-	-	6
Civil Constructions	-	6	-
Construction	-	-	7
Electricity	-	6	6
Food Industry	-	6	-
Industrial Chemistry	-	6	-
Mechanics	-	6	-
Machinery	-	6	-
Machinery and Metals	-	-	6
Radio and T.V.	-	-	6
Surveying	-	-	6
Topography	-	5	-

1. *Carreras* listed are according to the 1974 catalog of the Bolivian University.
2. Many students enroll on a part-time basis and take longer than the semesters indicated to complete their study.

RECOMMENDATIONS FOR THE ADMISSION AND PLACEMENT OF STUDENTS COMING TO U.S. INSTITUTIONS FROM BOLIVIA

Credential received (listed below are those credentials most likely to be received by U.S. institutions)	Bolivian agency awarding credential	Recommended level for admission and placement	Supplementary comments
Secondary Level			
A. Vocational			
-*bachiller* with program leading to title of *técnico medio (industrial, artística, agropecuaria).*	The Ministry of Education and Culture awards vocational titles and certificates.	Candidate may be considered for admission at the freshman level if U.S. institution considers previous work to be appropriate (see section "Technical Program" under "Secondary Education".)	The *certificado de estudios* (transcript) must be carefully reviewed to determine the course of study followed.
-*bachiller* with program leading to title of *perito (aduanas, administración, contador).*			
B. Academic			
-*bachiller en humanidades*	The university of the department in which the secondary school is located awards the *bachiller* (upon request of the student).		
Higher Education			
A. Technical Education			
-*técnico superior*	The Ministry of Education and Culture	Candidate may be considered for undergraduate admission. Transfer credit may be awarded on a course-by-course basis if previous study is appropriate to U.S. degree objective. Candidate should not be considered for graduate admission.	

B. Normal School Education		Candidate may be considered for undergraduate admission. Transfer credit may be awarded on a course-by-course basis for those courses applicable to U.S. degree objective. Candidate should not be considered for graduate admission.	The *certificado de egreso* is received upon completion of coursework and a thesis or "comprehensive" exam. After 2 years of provincial teaching, the title *profesor(a)*, is granted.
-*certificado de egreso*	The normal school attended		
-*profesor(a)*	The Ministry of Education and Culture		
-*experto* (in educational specialty)	The Ministry of Education and Culture	Candidate may be considered for admission to graduate level in schools of education and in related fields with possible deficiencies.	
-*maestría* (in educational specialty)			
C. University Education		Candidate may be considered for undergraduate admission. Transfer credit may be awarded on a course-by-course basis for those courses applicable to U.S. degree objective.	
-Partial completion of any 4, 5, or 6 year program of study leading to the *licenciado*	(None awarded)		
-*Certificado de egreso*	The university attended	Candidate may be considered for admission at the graduate level.	An admitting institution should recognize that the applicant has not written a final thesis or examination, and therefore, has not received the academic title of *licenciado* (see section "Course of Study within the Bolivian University" under "Higher Education".)
-*Licenciado*	The university attended	Candidate may be considered for admission at the graduate level.	

UNIVERSIDAD BOLIVIANA GABRIEL RENE MORENO
SANTA CRUZ DE LA SIERRA
C.C.C.

CERTIFICADO DE NOTAS

PRIMER CUATRIMESTRE 1975

CERTIFICADO - 08895

REGISTRO NUM. [redacted]

CARRERA: ECONOMIA — LICENCIATURA

CREDITOS INSCRITOS POR LA CARRERA: 0

MATERIA	NOMBRE MATERIA	CR	NOTA	PUNTAJE	OBSERVACIONES
MAT103B	ALG. LINEAL TEOR. MTRCIAL	4	55	220	APROBADO
MAT227C	ESTADISTICA I	4	51	204	APROBADO
ECO 91A	INTROD. A LA ECONOMIA II	4	69	272	APROBADO
ECO101A	TEO. ESTRUC. ECONOMICAS	3	22	66	REPROBADO
MAT262A	MATEMAT. FINANCIERAS	4	53	212	APROBADO
TOTAL =	16 CREDITOS VENCIDOS				
	19 CREDITOS TOMADOS				

HASTA LA FECHA EL ALUMNO HA ACUMULADO: 0 CREDITOS

PUNTAJE PROMEDIO DEL CUATRIMESTRE: 51

CUATR.-	1/75									
PUNTAJE-	51									

PUNTAJE PROMEDIO ACUMULATIVO: 0

SANTA CRUZ, OCTUBRE 1975

SECRETARIO — RECTOR

OBS.- LO INDICADO(*) SE COMPLEMENTARA DESPUES DEL PROCESO DE CONVALIDACION

ADVERTENCIA: LAS RASPADURAS, ENMENDADURAS O ENMIENDAS INVALIDAN ESTE DOCUMENTO

Sample of a university transcript.

REPUBLICA DE BOLIVIA

Dr. CARLOS GUZMAN PEREYRA
RECTOR DE LA UNIVERSIDAD BOLIVIANA TECNICA DE ORURO

Confiere el TITULO ACADEMICO de:

LICENCIADO EN INGENIERIA METALURGICA

Al señor:

natural de ORURO. (Provincia Cercado), de 27 años de edad, quien ha cumplido los requisitos exigidos por los reglamentos universitarios para optar el presente GRADO ACADEMICO, el cual le es otorgado en uso de la facultad contenida en el artículo 186 de la Constitución Política del Estado y 37 de la Ley Fundamental de la Universidad Boliviana, para que tramite donde corresponda su título profesional en Provisión Nacional.

ORURO, 20 de Septiembre de 1973.

Dr. CARLOS GUZMAN PEREYRA — Rector de la Universidad

Dr. ALBERTO MENDIGABAL CAMACHO — Secretario General

Registrado en el folio Nº 64 del Libro Nº 6
y expedido este Título bajo el Nº 176/73

JORGE BARRON PEÑARETE — Secretario del Rectorado

Sample of a university *licenciado*, the academic title.

UNIVERSIDAD TECNICA DE ORURO

FACULTAD NACIONAL DE INGENIERIA

Matrícula Nº .....

Reg. Univ. Nº .....

(Timbres $b. .....)

Certificado de Egreso

El señor

natural de ORURO *y de* 24 *años de edad, ha concluido satisfactoriamente sus estudios académicos en la Facultad Nacional de Ingeniería* SEC. METALURGIA *aprobando sus exámenes de último curso.*

En mérito de ello y mientras rinda su examen de Tesis de acuerdo a las leyes pertinentes y al Estatuto Orgánico de la Universidad, se le otorga el presente documento como público testimonio de su competencia y para los fines que pudiera convenirle.

Oruro, 14 *de* ABRIL *de* 1971

Rector de la Universidad — Decano de la Facultad Nacional de Ingeniería

Sample of a university certificate attesting to completion of all course requirements (does not include the examination or thesis)

GLOSSARY OF BOLIVIAN (SPANISH) EDUCATIONAL TERMS

Only words which offer little or no indication of their meaning, or which may be confusing, are included here. Where appropriate and helpful, an interpretive definition is provided. Foreign terms used within a definition are italicized and translated elsewhere in this glossary. The following linguistic clues may also help anyone faced with interpreting Spanish documents. The Spanish word ending *-ia*, translates into English as *-y* (e.g. *historia* becomes history); the Spanish letter "f", often translates into English as *"ph"* (e.g. *filosofía* becomes philosophy); the Spanish word ending *-ción* translates into English as *-tion* (e.g., *información* becomes information); and finally, descriptive adjectives follow the word they modify (e.g., *ciclo básico* becomes basic cycle.)

Abandonó ..... Withdrawal from a course.

Administración de empresas . Business administration, a *carrera* in the universities.

Alumna, alumno ..... A female student, a male student.

Año, año académico ..... Year, academic year.

Bachiller ..... Diploma or title granted by the universities to those who satisfactorily complete *medio* cycle studies. Granted at request of the student.

Bachillerato ..... Program of study within the *medio* cycle which leads to the title, *bachiller*.

Básico ..... (lit. basic). The five-year cycle which roughly corresponds to elementary grades in the U.S.

Bueno ..... Good, a grade found on transcripts.

Calificación ..... A grade, or mark, in school. Sometimes the *calificación* is given in both numerical and written form.

Carrera ..... The academic program of study, usually in the universities, which leads to an academic degree and/or the professional title. It prepares the holder for a career.

Catedrático ..... A tenured, full professor at the universities; chairperson of a department.

Certifica ..... He, she, or it certifies

Certificado de aprobación del Índice académico total ..... Certificate of "pass" for academic coursework.

Certificado de calificaciones .. Transcript of grades.

Certificado de egreso ..... Certificate attesting to completion of the full program of study at the normal school (includes an examination or a thesis), or at the university (does not include examination or thesis).

Certificado de estudios ..... Certificate listing all courses studied and results in each; a transcript.

Certificado de mejoramiento docente ..... Certificate of professional advancement.

Certificado de notas ..... (See *"certificado de estudios"*).

Certificado professional ..... A professional title granted to graduates of technical programs, either at a secondary or post-secondary level. In contrast, university graduates earn a *título*.

Ciclo ..... A particular sequence of grades within the educational system: *ciclo básico*: grades 1—5; *ciclo intermedio*: grades 6—8; *ciclo medio*: grades 9—12. Also, a particular track within an academic curriculum.

Colegio ..... A coeducational secondary school, or one for boys only.

Consejo Nacional de Educación Superior (CNES) ..... The coordinating agency for higher education which grants the professional title to university graduates.

Contador ..... An accountant or auditor; a title earned in commercial secondary schools.

Contador general ..... (lit. general accountant). A title earned for university study in accounting.

Cuatrimestre ..... An academic term which lasts for four months; a quarter. In use at Bolivian universities from 1972 to 1974.

Curso ..... A term's course.

Curso básico ..... (lit. basic course). The first semester(s) of university study, common to several pre-professional and science curriculums. It serves as a bridge between secondary and university levels.

Curso de formación ..... A training course which lasts for one term.

Curso vestibular ..... Offered optionally by some universities. Not part of the university curriculum; rather it reinforces and summarizes learning at the *medio* cycle.

Deficiente ..... A grade of deficient, coursework not up to normal standards.

Distinguido ..... A grade which indicates that the student's work was very good or distinguished.

Egresado ..... (lit. one who has left). A student who has completed all course requirements for the program of study at either the university or the normal school. Included at the normal school is a thesis, or an examination. However at the university, the *licenciado* comes only after completion of an additional thesis, or examination.

Enseñanza media ..... The track followed by normal students preparing to teach at the *medio* cycle.

Enseñanza primaria ..... The track followed by normal school school students preparing to teach at the *primario* cycle (*básico* and *intermedio*).

Escuela ..... A school.

Escuela fiscal ..... A public school.

Escuela normal ..... A teacher training school.

Escuela particular ..... A private school.

Estudios ..... Studies (a noun).

Examen de grado ..... Comprehensive examination required in the normal schools for the title *egresado* and in some of the universities' *carreras* for the academic title of *licenciado*.

Experto ..... (lit. expert). Professional title awarded to one who has completed the two-year program of study and a thesis at the postgraduate teacher training institute.

Facultad ..... The faculty within a university. Also, a school made up of a particular faculty.

Fecha ..... Date, usually found on transcripts.

Fiscal ..... (See *"escuela fiscal"*).

Grado académico ..... An academic degree.

Humanidades ..... The humanities; frequently a *"bachiller en humanidades"* is given by the universities to graduates of the *medio* cycle upon their request.

Ingeniería ..... Engineering, a *carrera* in the universities.

Ingeniero ..... An engineer (professional title).

Insuficiente ..... A grade of not sufficient, or not satisfactory.

Intermedio ..... (lit. intermediate). The three-year cycle which follows the first five years of *básico*. This cycle corresponds to grades six through eight in the U.S.

Licenciado ..... (lit. one who is licensed). Academic title earned by one who completes all requirements of a university *carrera*, and additionally, a thesis or examination (see *"egresado"*).

Licenciatura ..... The course of study leading to a *licenciado*.

Liceo ..... A secondary school for girls.

Maestría ..... Professional title awarded to one who has completed the two-year course of study and a thesis at the postgraduate teacher training institute.

Maestra, -o ..... A teacher. Formerly, a professional title awarded to graduates of the normal schools.

Malo ..... A grade of bad; not good enough to pass the course.

Materias ..... Courses, or subjects, in school.

Materias electivas ..... University courses which must be selected from a given list.

Materias libres ..... University courses which a student can choose freely.

Materias obligatorias ..... Courses required for the student's *carrera*.

Medio ..... (lit. the middle). The four-year cycle which follows the eight years of *primario (básico* and *intermedio)*. This cycle corresponds to grades nine through twelve in the U.S.

Muy bueno ..... Course grade of very good.

Muy malo ..... Course grade of very bad, not passing.

Nacido en ..... Appears on documents; means "born in".

Nivel ..... (lit. level, the noun). The grade or year in which the student is enrolled.

Nota ..... A grade, or mark, indicating the student's accomplishment in school.

Núcleo escolar ..... (lit. scholastic nucleus). The central school in a network of outlying rural schools.

Particular ..... (See *"escuela particular"*).

Perito ..... An expert; it is a title for employment purposes, earned upon completion of a more vocationally oriented *medio*-cycle curriculum.

Pésimo ..... Course grade of exceptionally poor, not passing.

Por tanto ..... Appears on documents; "inasmuch as".

Profesor de primaria ..... Title granted to a normal school graduate who has met all course requirements in preparation for teaching at the *primario* level (*básico* and *intermedio*), and who has completed the two-year teaching requirement in the rural schools.

Profesor de secundaria ..... Title granted to a normal school graduate who has met all course requirements in preparation for teaching at the *medio* level, and who has completed the two-year teaching requirement in the rural schools.

Promedio ..... An average of grades earned for a term.

Promoción ..... Promotion, advancement to the next grade level.

Proyecto de grado ..... Final project required for some of the universities' *carreras* in order to earn the academic title of *licenciado*.

Prueba ..... A test or examination.

Puntaje ..... Similar to grade points in the U.S. In Bolivian universities, a *puntaje* is obtained by multiplying the credits, (CR) by the numerical grade (*nota*).

Quechua ..... An Indian people of Bolivia and Peru, and their language. The language is taught as a subject in the universities and normal schools.

Regular ..... Course grade of satisfactory.

Reprobado, reprobo ..... Course grade which indicates that the student has failed the course.

Retiro de materia ..... A notation to indicate that student has withdrawn from a course without any penalty.

Retiro voluntario ..... Complete withdrawal from the university with no penalty.

Sobresaliente ..... Course grade which indicates outstanding, distinguished work.

Suficiente ..... Course grade which indicates sufficient or satisfactory work.

Talleres ..... Coursework performed in a laboratory or workshop; the applied, practical work.

Técnico medio ..... Title earned by one who, at a *medio* level, follows a technical course.

Técnico superior ..... Title earned by one who follows a technical course beyond the *medio* level, or in the universities.

Tesina ..... A little thesis, one that is required of normal school graduates.

Tesis ..... A thesis.

Título ..... A title. Titles earmark the holder with the kind of education received; e.g., *título de bachiller* indicates schooling through the secondary level; *título académico economista* indicates an academic preparation in economics; the *título profesional en provisión nacional de ingeniero civil* indicates an academic preparation in civil engineering. The latter title permits the holder to fully practice his profession.

Tomados ..... (lit. taken); *Créditos tomados* are credits taken.

Vencidos ..... (lit. conquered). *Créditos vencidos* are credits earned.

USEFUL REFERENCES

Listed below are some of the publications used in the preparation of this report, and particularly those that would be helpful to any user who desires additional sources of information.

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Roraima
Amapa
Amazonas
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Maranhão
Ceará
Rio Grande do Norte
Paraíba
Piauí
Pernambuco
Acre
Alagoas
Rondonia
Sergipe
Mato Grosso
Goiás
Bahia
Brasília
Campo Grande
Minas Gerais
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São Paulo
Rio de Janeiro
Paraná
Santa Catarina
Rio Grande do Sul

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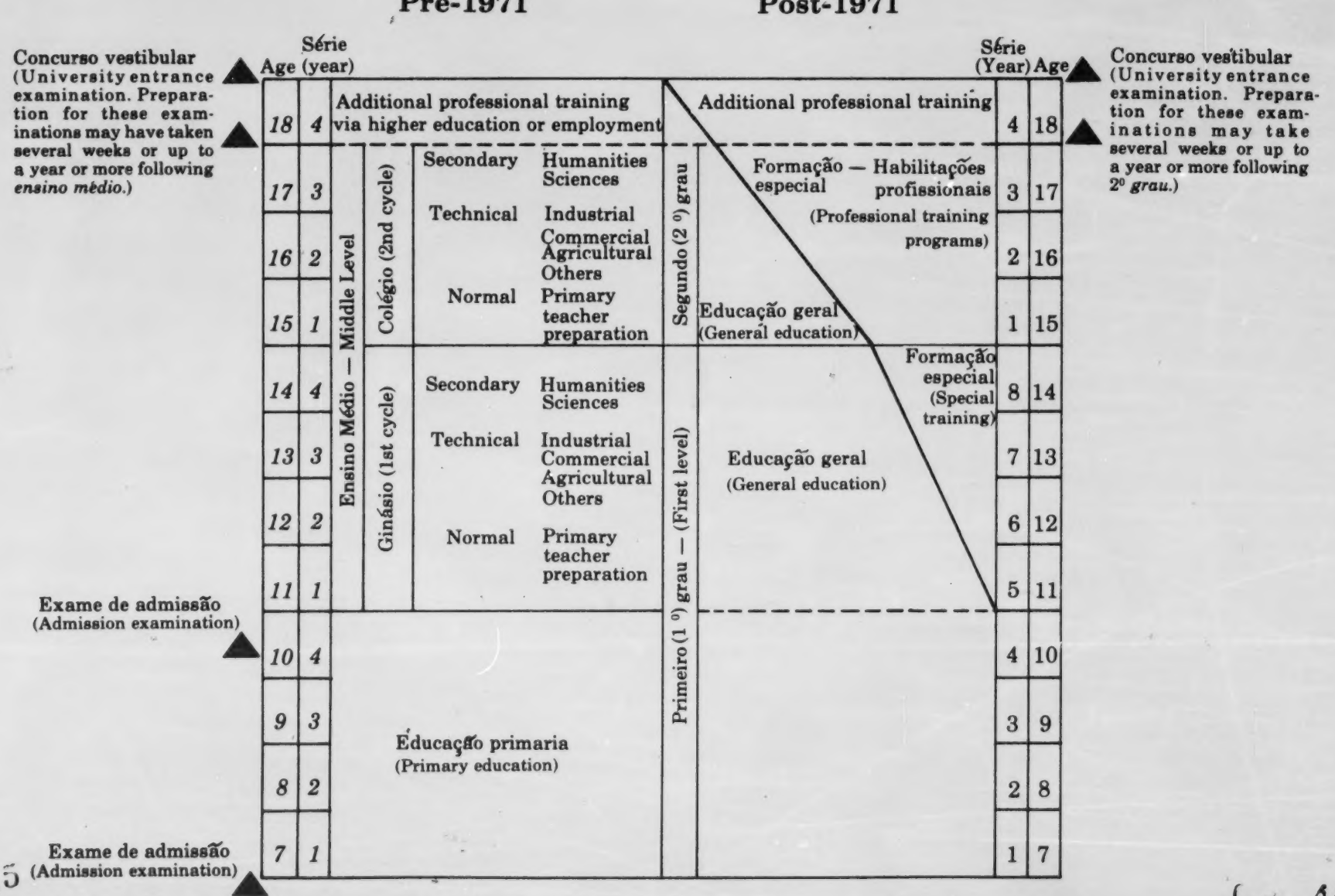
STRUCTURE OF THE BRAZILIAN EDUCATIONAL SYSTEM



FEDERATIVE REPUBLIC OF BRAZIL

BRAZIL — Increasingly significant globally because the strategic importance of its size and location is being coupled with major economic advancements; a country of political, social, and economic contrasts; a "melting pot" of many racial groups stratified more in terms of economic wealth than ethnic identity; a nation where public demand for education, both at the secondary and higher levels, has been and continues to be of great importance, particularly in the major urban centers of São Paulo, Rio de Janeiro, Porto Alegre, etc.; a country encumbered by rapid monetary inflation, unemployment, and population growth; and a source of many applicants to colleges and universities in the United States of America — all factors of importance to U.S. admissions officers.

COUNTRY FACTS

GEOGRAPHY

Location: Occupies the eastern half of South America, bordered by every country in South America except Chile and Ecuador. Has an extensive Atlantic seacoast.

Size: 3,286,488 square miles, almost one-half of the South American continent. The fifth largest nation in the world.

Natural resources: One of the world's largest and highest quality iron ore deposits, but notably lacking in coal, both as to quantity and quality, making high quality steel production difficult. Other resources include: asbestos, manganese, quartz crystals and beryl, hardwood forests, and diamonds. Endowed with fertile, red-clay soil in the narrow coastal plain, but burdened with difficulty in turning its potentially rich highlands into productive agricultural regions because of high deterioration of soil via leaching, droughtlike conditions in the Northeast region, and the absence of irrigation capabilities in the plains areas in both the Northeast and South. Hydroelectric power and irrigation potential is enormous, but largely untapped.

Industry: Experiences one of the world's most rapid rates of industrial expansion, producing goods such as motor vehicles, merchant vessels, crude steel, cement, textiles, cigarettes, petroleum products, and some consumer electronics. Mining and hydroelectric developments accompany these outputs.

Agriculture: World's largest coffee grower and a leading producer of cattle. Cotton, sugar, cocoa, edible nuts, rice, corn, and recently, soybean crops accompany these major agricultural concentrations.

Geography: The country may be divided into various geographic and political-geographic regions:

The North is the largest region and comprises the huge undeveloped areas of the Amazon River basin, the world's most extensive tropical rain forest. Despite the fact that the Amazon is virtually Brazil's only significant, navigable river, it has not proven a "highway" for human settlement in the Brazilian interior.

The Northeast is marked by severe rain shortage, but dotted with low-lying, drought-resistant trees on extensive plains. As contrasted with some semihumid areas of large cattle-raising estates and a humid coastal strip, the region contains the heaviest concentration of rural population.

The Southeast is the most densely populated, and politically and economically signigicant region. It presents extreme geographic contrasts. Swampy coastal lowlands rise abruptly to the highlands reaching elevations as high as 6,500 feet above sea level. Rio de Janeiro and Brazil's largest city, São Paulo inhabited by more than 6,000,000 people, are prominent centers of commerce and industry.

The Central West covers a vast area of central plateau and hilly terrain, and is sparsely populated but growing, mainly because of the creation of the new capital city of Brasília in 1960. Rainfall is concentrated in a lengthy rainy season but water systems are yet inadequate to provide a year-round water supply needed for extensive agricultural expansion.

The South is the only region with a predominantly temperate climate. Surface features include the Great Escarpment, which rises 2,600 feet, the tall grass prairies, and pine forests of the hilly, upland interior. It is the home of the Brazilian cowboy — the gaucho.

THE TWENTY-TWO STATES OF BRAZIL

Acre (AC)
Alagoas (AL)
Amazonas (AM)
Bahia (BA)
Campo Grande (CG)
Ceará (CE)
Espírito Santo (ES)
Goiás (GO)
Maranhão (MA)
Mato Grosso (MT)
Minas Gerais (MG)
Para (PA)
Paraíba (PB)
Paraná (PR)
Pernambuco (PE)
Piauí (PI)
Rio de Janeiro (RJ)
Rio Grande Do Norte (RN)
Rio Grande Do Sul (RS)
Santa Catarina (SC)
São Paulo (SP)
Sergipe (SE)

The capital of Brazil, Brasília, is a federal district (D.F.—*Distrito Federal)* located in the center of the country.
The following are territories of Brazil: Amapá, Fernando de Noronha, Roraima, and Rondônia.

Given the geographic conditions of Brazil, coupled with an economy historically tied to trade with nations across the sea, the population of Brazil is concentrated almost entirely in the coastal regions and adjacent plateau areas. The Great Escarpment, the absence of navigable rivers with the exception of the Amazon, the difficult terrain impeding rail construction, and the high quality of soil in the coastal plains have all contributed to this concentration of population. Until recent years, the dearth of adequate communication and transportation systems among these areas has contributed to the tendency to seek a loosely federated national government. The post-1964 government, however, has gone a long way toward furthering national integration under a centrally controlled system of governance.

BRAZIL'S PEOPLE

Population: 110,123,500 (1967 estimate). Brazil has the largest population of any Latin American state, equal to half the total population of South America.

Density: 30 individuals per square mile, with much higher concentrations in major urban areas along the coast, particularly in the Southeast.

Annual population growth rate: 3.1% annually (1970-75).

Ethnic groups: European descent, mostly Portuguese with some Italians and Germans (62%); mixed European-Black-Indian (26%); Black (10%); and a growing population of Japanese and people from the Middle East.

Religion: Predominantly Roman Catholic. Church and state are separate; the Constitution guarantees freedom of religion.

Official language: Portuguese.

Literacy: 81% (1975)

Life expectancy: 61 years (1970-75).

Economy: Brazil has recently enjoyed a rapidly expanding economy, leading some observers to label the clear successes an "economic miracle." Though this growth has been marked by inflation (the Brazilian cruzeiro has been devalued repeatedly since 1967, having a current value relative to the dollar of approximately 15:1), it has widened the potential of providing for the basic human needs of Brazilians.

Like other less developed countries, Brazil evidences high levels of income inequality. For example, whereas the poorest 20% of the population shares but 4.2% of the nation's wealth, the richest 5% enjoy approximately 31% of the overall wealth. This income inequality is only slightly more severe than such neighboring countries as Argentina, Colombia, and Venezuela.

Culture: The cultural influence of the Indian is clearly not as dominant in Brazil as it is in Mexico. The majority of Brazilians are a composite of Portuguese, Negro, and mixed European as well as Indian ancestry. Others of European and Asiatic origin have immigrated in the last century. The history of conflict between blacks and whites in the United States is not duplicated to a similar level of intensity in Brazil.

Brazil's culture is unique in the Western Hemisphere. In contrast to the Spanish and the Anglo-Saxon states, Brazil has accepted the contributions of many peoples in modifying the European Roman Catholic culture of the Portuguese settlers. Religion has been infused with African and Indian spiritualism and animism. Protestants, Jews, and pagan folk worshippers enjoy free expression of their faiths. This religious diversity is not solely a function of a norm of religious toleration, but more a function of governmental separation from the Catholic church. Freedom from interference from Portugal has allowed the development of what some Brazilians like to think of as a one-class people.

Government: Since Brazil was proclaimed a republic in 1889, the nation has been ruled by paternalistic governments operating under five constitutions (1891, 1934, 1937, 1946, and 1967). The 1967 Constitution changed the country's name from United States of Brazil to Federative Republic of Brazil.

Though different groups have governed since 1889, the tenor of rule has been quite similar. It has long been the practice of this patrimonial country to identify its goals without far-reaching consultation with the majority of people and to act independently of expressed viewpoints. This venerable tradition, combined with little, if any, sustained political mobilization of a majority of the population, provides an uncomplicated, relatively efficient means for political elites both to survive and to govern the nation. The military, bureaucracy (technocrats), and church have historically been the primary sources for political leaders.

The military republic that commenced in 1964, occurred as the culmination of the "neodemocratic chaos" of the 1946-64 period. Since then elections have been held, and the governmentally recognized party (ARENA—*Aliança Renovadora Nacional)* has retained the upper hand. The opposition party (MDB—*Movimento Democrático Brasileiro)* has not been granted equal independence of the action and has not enjoyed the same success as the military-backed ARENA party.

Brazil is constituted by twenty-two states, four territories, and a federal district, Brasília, which is the country's capital. Though governance is more centralized than that of the United States of America, there are three levels of government: federal, state and municipal. With the exception of the municipal government, which does not have a judiciary body of its own, there are three branches (executive, legislative and judiciary) at each level. All branches of the federal government are closely modeled after the military pattern of administration. In the federal sphere, the executive function is carried out by a president who is aided by two chiefs-of-staff, one for military and one for civil matters. A group of ministers completes this branch. The judiciary branch at the federal level is constituted by the members of the Supreme Federal Tribunal working in concert with the Supreme Military Tribunal.

The president and governors are chosen by indirect elections held in the legislative branch, and legislators are elected directly from the ranks of the ARENA party with an occasional MDB-backed

legislator being elected. In a recent political reform (April 1977), it was determined that one-third of the senate will be elected indirectly by a special body. The reform also expanded the period of office for the president from five to six years, and it set a maximum limit of 420 representatives for the federal chamber of deputies.

By an "electoral college" vote of 400 to 76 in January 1974, retired General Ernest Geisel succeeded in the presidency. Geisel was formerly the head of the state-owned oil monopoly, PETROBRAS.

THE EDUCATIONAL SYSTEM

HISTORY

For its first two hundred years Brazilian educational history parallels the history of the Jesuit order in Brazil. Within twenty years of the arrival of Padre Manuel da Nóbrega in 1549 the Jesuits had established five elementary schools and three *colégios* (secondary schools).

By 1800 the influence of European educational thought, mainly French, had begun to manifest itself. In that year the Seminary of Olinda began to offer a curriculum which included French, mathematics, and mineralogy. This was a significant departure from the curricular fare offered by the Jesuits of grammar, rhetoric, and philosophy. The French influence on Brazilian education was strengthened further by the establishment in Rio de Janeiro of an academy of fine arts staffed by the French. Before the first decade of the nineteenth century had passed, Salvador in Bahia had a medical school and São Paulo, a law school. No longer was it necessary to return to Portugal to complete studies for these two professions. With the establishment of the naval academy in 1808 and the military academy two years later, the foundation for engineering education had been laid.

The first public elementary school opened in 1832 and approximately five years later Rio de Janeiro saw the formation of Colégio Pedro II, which became the model institution of secondary education.

Practical education emerged in Rio in 1858 in the form of the School of Arts and Trades and in that same year an engineering institution for civilians, the Central School of Rio de Janeiro, opened. In response to the need for technical education, the School of Mines in Minas Gerais and the Agricultural School at São Bento das Lages were founded in 1874 and 1877 respectively. Establishment of these institutions initiated a pattern of education now familiar in Brazil: that of providing specialized training in one or two areas as opposed to a more comprehensive institution.

In 1920 several independent faculties of higher education combined to form one institution, called the University of Rio de Janeiro. The first institution to begin operations as a university, rather than as an amalgamation of separate schools, was the University of São Paulo, founded in 1934. With the establishment of universities, the independent professional schools no longer held the exclusive right to represent higher education in Brazil.

PROBLEMS AND OBJECTIVES

As in other countries, each level of Brazilian education has its indigenous problems and its attendant priorities to solve those problems. On all levels attempts are being made to democratize educational opportunities by increasing enrollments and expanding facilities. Attrition in the first eight grades, particularly in rural areas, is caused by unreasonable academic expectations and parents' need for the income of their children. The chances are that a rural Brazilian will have very little formal schooling.

In addition to the inequities between urban and rural areas, there exist very real differences in educational opportunity on all levels between the affluent industrial states of the south and the poorer states of the north. This inequality of educational opportunity forces people to migrate from rural to urban areas and sometimes from north to south to improve their circumstances.

Pre-school educational experiences in a formal setting are almost non-existent. Although the establishment of kindergartens may seem to be a desirable objective, it is hard to imagine any appreciable expansion at this level when there are so many other problems of high priority. Special education and school health programs are being planned at the primary level but are found only occasionally and then, mainly in affluent urban areas.

On the secondary level expansion of enrollment is being planned through scholarship programs and curriculum reform so that graduates will have marketable skills. At the moment less than 30% of the population's demand for secondary level education is being satisfied.

There is great competition for the limited number of spaces available for entering students in quality institutions of higher education. The popularity of the area of study and the size of the program are, of course, factors in determining the competitiveness of a program. In some programs fifteen students may be vying for the same place. Competition is extremely keen in medicine, computer science, and engineering.

Another objective of educational reform is the training and upgrading of teachers at all levels. The lack of qualified teachers at both primary and secondary levels appears to be one of the most challenging aspects of implementing educational laws passed in 1971. Competitive examinations have been proposed for secondary level teachers, and extension, improvement and specialization courses are offered for their intellectual and professional growth.

In higher education, as at other levels, many faculty members are part-time. Since many university teachers rely upon non-teaching positions for a major portion of their income, they cannot teach full-time. Others are forced to teach in more than one school in order to supplement their incomes. With varying success the quality-minded institutions are confronting this problem.

The professional improvement of faculty members in university-level institutions is being stimulated by such organizations as CNPq (National Council for Scientific and Technological Development) and CAPES (Commission for Improvement of Personnel in Higher

Education), which administer graduate scholarship programs. One notable program administered by CAPES is PICD (Institutional Program for the Training of University Teachers). The purpose of PICD is to elevate teaching and research at the graduate level. The program offers scholarships to eligible candidates and sometimes provides a substitute teacher for the candidate while he is studying. Since this is a relatively new program, its effects will not be fully realized for some time.

Curriculum expansion and development is an important goal identified by educational reform laws passed in 1971. Specifically, one objective is to relate the secondary level curriculum to the needs of Brazilian society. Closely allied to this objective are the supplementary education programs for adults which will be discussed later. Another curricular reform occurs in grades 9-11, where on-the-job training programs have been developed that integrate commercial and professional experiences with general education.

The availability and distribution of textbooks is a problem at all levels of education. School libraries are not common at the primary and secondary levels, and students must rely upon public library facilities. In higher education foreign textbooks often are used, an expensive proposition that can cause a shortage of materials. At the university level libraries traditionally have been decentralized and have lacked modern techniques for efficient sharing of resources. There is a general trend toward centralizing library collections, evidenced by a number of new central libraries under construction on university campuses. There is a great awareness among educators in Brazil of the need for adequate instructional materials, for expanded library facilities, and modernized library systems.

One of the problems which plagues Brazilian education is the lack of classroom space, even though there have been extensive building programs. From 1965 to 1970 so many public schools were built that the proportion of public schools to private schools increased from one-third to two-thirds. Despite this increase, the classroom situation in many large cities such as Rio de Janeiro and São Paulo is so acute that two or three shifts have to meet in the same school. This situation occurs in many places throughout Brazil with the number of two-hour shifts sometimes reaching five. In higher education facilities are being expanded by the construction of new university campuses or are being better utilized by the combining of isolated faculties into new instructional units.

The problem of illiteracy has been a major one in Brazil because of the lack of basic educational opportunities for the masses. In 1950, 51% of the adults aged 15 years or older were illiterate. The least literate group as measured by the 1950 census was rural females, 93% of whom could not read and write. By 1970 the number of illiterate rural females had been reduced to 57%. The rate of illiteracy has continued to decrease, so that by 1975 only 19% of the adult population was illiterate.

The Brazilian Literacy Movement (MOBRAL) is the most recent and most noteworthy program aimed at reducing illiteracy. It is federally funded with support at the local level coming from municipalities and private companies which receive tax incentives for participating. Since MOBRAL operates locally through the municipalities, it has been able to reach a great number of people. MOBRAL's success can be judged by the effect it has had on the absolute number of illiterates. The number of adult (aged 15 years or older) illiterates has decreased about 6 million from 1970 to 1975, from 18.5 million to 12.5 million.

LEGAL BASIS AND ADMINISTRATION

The seeds of educational reform were sown in the Constitution of 1946, which established the parameters of public education and the guiding principles for future legislative action. The principle with the most far-reaching consequence was that of free compulsory public education at the primary level for every Brazilian.

Other principles of the 1946 Constitution were manifest in the provisions of Law 4024 (the Law of Directives and Bases of National Education) which was promulgated in December 1961. The Federal Council of Education (CFE) which was created by Law 4024, under the aegis of the Ministry of Education and Culture (MEC), monitors the operation of federal and private tertiary level isolated institutions (isolated institutions are explained under "Higher Education" in the section, "Kinds of Institutions".) CFE also gives formal recognition to programs offered by universities and other tertiary level institutions. This recognition (*reconhecimento* or *reconhecido*) is comparable to the accreditation procedure in the United States and is given from two to four years after a program has been approved to be put into operation. Graduate level programs are recognized by CFE in the same manner as undergraduate programs. By monitoring the chartering of new universities and accrediting new programs, the federal government is able to exercise considerable control over higher education.

It was Law 5540 of November 28, 1968, which specifically directed institutions of higher education to engage in research and to provide undergraduate, graduate and specialized courses for qualified students.

On the primary and secondary levels the CFE establishes the basic curriculum of general education requirements, as well as requirements for special instruction related to professional qualifications. It also sets the curriculum for professional programs in higher education.

Primary education (now grades 1-8), according to the 1971 reform laws, is free and compulsory. The states and Federal District are responsible for providing and financing primary level institutions. Supervision of both public and private schools at the primary and secondary levels falls within their jurisdiction. Each state's council of education has the power to authorize new programs in isolated institutions of higher education but only the CFE can grant recognition of these programs.

The power of the municipal councils of education is restricted to administering municipal institutions at all levels. The councils have no power to legislate but must follow federal mandates.

Law 4024 introduced some flexibility into the Brazilian educational system, but problems cannot be decreed out of existence. The problems of student attrition and lack of interest in vocational/technical education were addressed by Law 5692, passed August 11, 1971. Structural and curricular changes approved by this legislation will be noted later.

FINANCING

Educational funds are derived from four main sources: federal, state, municipal, and private. The private sector contributes approximately 38% to the total budget for education. The other 62% is contributed by federal, state and municipal governments with the following distribution: 65% state, 24% federal, 11% municipal.

Federal funds are derived primarily from taxes, federal lotteries and foreign credit operations. In addition to regularly budgeted expenditures, the federal government has set aside special funds to aid primary and secondary level schools. Private enterprises must contribute 2.5% of their payroll toward subsidization of primary education if they do not provide this service for their employees and children.

Federal funds for education are allocated in the following manner: 14% for the primary level, 12% for the secondary level and 53% for higher education. The federal government subsidizes 70% of the total expenditure for higher education, most of this being used to fund the thirty-one federal universities. It should be noted that federal funds in the form of loans and outright grants are given to both public and private institutions.

Most of the state funds for education are derived from state taxes. There is great variation in the amount of money collected and the amount allocated to education. São Paulo, a very wealthy state with a long history of strong financial commitment to education (especially higher education), has at times allocated as much as 30% of its budget to education.

Municipalities, which contribute the least to the total budget for education, secure their funds from local taxes and from federal funds which are earmarked for primary education.

STRUCTURE

Traditionally the educational system of Brazil has been divided into three levels: primary, secondary and tertiary (higher education). In addition, pre-primary schools exist in urban areas. Adult education and literacy programs play an important role in the supplementary educational system. The language of instruction as required by law is Portuguese. The structure of the educational system can be explained best in terms of the reforms of 1971.

Pre-1971 — Prior to 1971, the structure of primary and secondary education was divided into three levels — primary (*ensino primário*), grades 1 through 4; secondary (*ensino médio*) which was divided into two cycles — the first (*1° ciclo* or *curso ginasial*), grades 5 through 8; and the second (*2° ciclo* or *curso colégial*), grades 9 through 11.

Post-1971 — In 1971, the Brazilian government enacted legislation promoting massive reforms in the country's primary and secondary educational system (Law 5692). The first level (*primeiro grau* or *1° grau*) combined the *ensino primário* and the *curso ginasial* and now represents grades 1 to 8. The second level (*segundo grau* or *2° grau*) replaced the *curso colégial*. It includes three years of study or the equivalent, with the option of a fourth year in some areas of study.

The third level of education (*ensino superior)* is composed of universities (*universidades*), federations (*federações*) and isolated (or independent) institutions (*estabelecimentos isolados*). Programs in institutions of higher education vary from two to six years. In some universities students now register for courses with a central agent, the General Secretariat of Programs, rather than with the individual school, department, or faculty. This step toward centralization is beginning to be accompanied by another unifying procedure in some universities, that of the basic cycle of subjects in general education in the first two years. Usually the basic cycle is not the same throughout the institution, but is common to students within the same general area (e.g., engineering).

Since many Brazilians have discontinued their studies before completing either primary or secondary school, educational opportunities are provided for those persons by a system of supplemental education (*ensino supletivo*). Students in the supplemental education program begin studies at whatever level they have achieved and usually work individually toward their goals. While it is possible to complete primary and secondary education through the supplemental education program and continue on to an institution of higher education, most students in the program have other goals.

In addition to the Brazilian Literacy Movement, there are programs which operate outside the regular school system. The National Service of Industrial Apprenticeship (SENAI) administers trade schools which offer technical training, and the National Service of Commercial Apprenticeship (SENAC) offers training programs in business education subjects. Graduates of both programs receive diplomas equivalent to diplomas offered by the high schools.

PRIMARY AND SECONDARY EDUCATION

SYSTEM BEFORE 1971

Prior to 1971 Brazilian primary and secondary education was structured in accordance with the Law of Equivalence (pre-1961). An overview of this legislation is contained in the previous section, "The Educational System," and a detailed explanation can be found in two previous publications:

Harrell, William A. *Brazil: Comments on the Educational System of Brazil and a Guide to the Academic Placement of Students from Brazil in United States Educational Institutions.* World Education Series. Washington, DC: AACRAO, 1974.

The Admission and Placement of Students from Latin America: A Workshop Report. Washington, DC: NAFSA, 1969.

Before 1971 primary education, grades 1-4, was compulsory. One or two additional years could be provided by the states to supplement vocational training. Secondary education was divided into the *ginásial* cycle (grades 5-8) and the *colégial* cycle (grades 9-11), with a twelfth year sometimes available. Entrance into *ginasio* was controlled by examination. *Colégio* was divided into three types of schools: academic, technical, and normal. The academic *colégio* prepared students for university entrance and occasionally provided vocational training. Technical schools trained workers for industry, commerce, and agriculture. Normal schools provided teacher preparation for primary education. All students who completed *colégio* through the eleventh year were eligible legally to take a university entrance examination (*concurso vestibular* or *concurso de habilitação*); however, most graduates of technical and normal schools proceeded directly into the job market.

PRESENT SYSTEM (POST 1971)

Systems of primary and secondary education may be created and operated by private entities, by municipalities, by the states, and by the federal government, but since the educational reforms of 1971, primary and secondary schools, both public and private, have come under the direct supervision of the secretariat of education in each state. Through state inspections and certification, all schools are required to conform to the regulations established by the Federal Council of Education. All schools, including private schools, are eligible to receive state and federal funding.

While the restructuring of the primary and secondary system of education provides for central control by the state in order to guarantee consistency in programs and in teacher qualifications, it also allows reasonable flexibility by the individual institutions. The schools establish their own by-laws for administrative, didactic, and program organization, following the norms established by the state and/or the Federal Council of Education. Schools are allowed to exceed requirements of school attendance, program content, program duration, etc., but are not allowed to reduce requirements below norms.

The reform laws of 1971 have required radical changes in primary and secondary education. In considering the present system, it is imperative to bear in mind the transitional condition of educational reform. Most rural schools and many urban schools are still severely deficient, offering only partial programs and negligible substance. It cannot be expected that these schools will participate in the reform to any appreciable degree; but in instances where primary and secondary schools are adequate, gradual and systematic compliance to the reform law can be expected. Inter-school cooperation, involving shared facilities, also is easing the system into a new configuration. The Ministry of Education has targeted 1980 for the "completion" of the reform.

The new educational system has been designed to achieve specific objectives in primary and secondary schools:

1. To extend the availability of the regular system by providing free education to every person ages 7-15.
2. To integrate academic with vocational and teacher education, providing both general knowledge and useful skills.
3. To equalize the status of academic, vocational and teacher training.
4. To increase academic quality through improvement of facilities, equipment, teacher training, and teaching methods.
5. To provide to all illiterate and undereducated adults opportunities for literacy training and/or reentry into the educational system.
6. To provide broad opportunity for the improvement of professional and vocational skills of adults.

The established school year must have at least 180 days of effective work. Final examinations may be required at the option of the school, but if required, examinations cannot be included in the minimum school year. Students may be enrolled by the year, by the semester, or by the course. At least 75% attendance is required. The school year is often divided into semesters, generally 90 days each, extending from March until mid-July and from August until mid-December. The law permits adjustment of vacation periods to accommodate crop schedules in agricultural regions. The school day is not uniform; in areas where enrollment is high and where there is a shortage of school facilities, it may be necessary for school to operate on two or more shifts per day. The language of instruction is Portuguese.

Schools are required to offer educational and vocational counseling (*orientação educacional*). Opportunity for remedial work must also be available, either during the school year to prevent failure, or after completion to overcome the failure.

The 1971 reform requires a new configuration of primary and secondary education. Primary education is now called "first level" (*primeiro grau* or *1º grau)* and encompasses grades 1-8. Students enter 1º *grau* at age 7 and should complete all grades by age 14. Selective examinations, previously required to proceed from grade 4 to grade 5, have been eliminated with the hope that the heavy attrition that occurred in the old system at the end of the fourth year also will be eliminated. Grades 1-8 are now both free and compulsory; the only acceptable reasons for not attending school are unavailability of schools, overcrowded classes or serious illness. A selective examination after grade 8 is not required by law but regularly occurs by necessity, since entry into secondary education is highly competitive.

Secondary education is now called "second level" (*segundo grau* or 2° *grau*) and is composed of grades 9-11 with a twelfth year sometimes required by individual programs. Of greatest importance is the philosophical base of 2° *grau*. The equalization of the status of academic and vocational training has become a major objective. In 1971, the Minister of Education and Culture indicated the extent of the new philosophy:

> "We can no longer accept in Brazil the dualism of one secondary school which qualifies students for university and another which prepares pupils for life. One school must fulfill the two purposes, for they are indispensable in a truly complete education." (Jarbas G. Passarinho, *Exposition of Motives # 273*, March 30, 1971).

Each 2º *grau* program must provide for all students both academic and vocational curricula. Students no longer select one or the other, but participate in both.

Primeiro Grau (1° Grau)

There are three types of primary schools. In rural areas, one finds one-room isolated schools (*escolas isoladas*) in which there is no real separation of study into grades. In small towns and villages, the collective school (*escola reunida*) may have two or three classrooms and several academic grades. Finally, there are the grouped schools (*grupos escolares*), found mainly in urban areas, that have complete courses of study and a teacher for each grade.

In the current system, the eight years which comprise 1° *grau* are designed for children in the 7-14 age group. During the first years, but not continuing beyond the fifth, students follow a common program that includes interpersonal communication and expression, social integration, introduction to sciences, artistic expression, civics, hygiene and physical education. The upper years of 1º *grau* involve an exploration of the student's practical capabilities and an introduction to career-oriented practical studies. The curriculum for the second four years includes Portuguese language and literature, geography, history, the political and social organization of Brazil, mathematics and the natural sciences. Provision is also made for the inclusion of studies which are applicable to the region in which the school is located. Each student's particular capabilities are investigated so that the student may be directed toward an appropriate field of study at the next highest level. In addition, an introduction to the process involved in various professional fields is included in order that a student who leaves school at the end of the first level will have a fair degree of qualification for entering the job market. An outline of the curriculum of 1° *grau* is shown in Table 1.

By law teachers of grades 1-6 of the first level are supposed to have completed at least the second level of school. In many rural areas, however, many teachers do not meet this standard.

Segundo Grau (2º Grau)

The specific aims of 2° *grau* according to Law 5692/71 are: (1) to provide all students with a common educational experience, (2) to meet the country's need for trained labor, and (3) to prepare all students for higher education.

All 2° *grau* programs encompass an element of professional training or qualification called an *habilitação*. In Portuguese, *habilitação* means literally, "competence" or "qualification." In the context of education in the Brazilian secondary school (2° *grau*), *habilitação* means "an area of training to develop a particular competence," or "training field." The *habilitação* or training field is the professionalizing part of secondary school that the student follows for the three (sometimes four) years of 2° *grau*.

Curricula for the *habilitações* include fifty-two programs for the training of technicians (*técnicos*), seventy-eight programs for the training of assistant technicians (*auxiliar técnicos*) and several programs of teacher training (*magistérios*). Each program must have practical training (in the case of prospective teachers, a teaching practicum) called the *estágio* so that the students receive on-the-job experience in conjunction with their coursework.

Each *habilitação* also must provide professional education courses. This requirement means that schools should add labs, machine shops, drafting studios, small office equipment; find people trained to teach specific skills; and develop new teaching materials. Since many schools are traditionally oriented toward the preparation of students for the university, these new laws represent a tremendous implementation cost. Another drawback pointed out by Brazilian educators is that the training fields are quite narrowly defined; that is, students are trained to perform very specific tasks and, therefore, face the risk of unemployment at the conclusion of their studies should the demand for their skills diminish in their region.

In response to the protest from many schools that they could not easily or quickly implement the curricular requirements of the training fields for the technicians and assistant technicians, a new interpretation of the law was offered. Thus, in 1975-76, there was brought into existence ten new training fields, called *habilitações básicas*. The dominant theme of the new interpretation was that schools could not be legally bound to offer all available training fields. The concept of *habilitações básicas* offered an alternative by which students could receive a professional education according to the 1971 school reforms without the necessity of costly expansion to schools in terms of staff, equipment and facilities. Each *habilitação básica* represents general training in one area of the Brazilian economy where similar tasks are performed. Informing the student about one sector of the work world is the school's responsibility; however, the training fields covered are so general that further specific professional training is expected to occur either through higher education or on the job. Upon completion of an *habilitação básica* the student is qualified to enter the job market, pursue further technical training, or enter higher education. As these programs are implemented more and more in traditionally academically oriented schools, it is expected that the *habilitação básica* will become the predominant route selected by students who intend to enter the university; it entails the least number of hours of professional training of any of the *habilitações*.

The skills taught in the *habilitações* relate to the three economic sectors of the country, defined by the federal government in the order of their importance to the overall Brazilian economic structure. Most important is the primary sector, which includes training related to agriculture and cattle-raising or animal breeding. In the

Table 1

SAMPLE OF THE PRIMARY SCHOOL CURRICULUM IN BRAZIL
(in hours per week)

SUBJECTS	ACTIVITIES	DISCIPLINES	GRADES							
			1	2	3	4	5	6	7	8
Communication and Expression	Communication and Expression		X	X	X	X	X			
		Communication in the Portuguese Language						X	5	5
Social Studies	Social Integration		X	X	X	X	X			
		Social Studies						X	5	5
Sciences	Scientific Initiation		X	X	X	X	X			
		Scientific Studies						X	3	3
		Mathematics						X	5	5
	Art Education		X	X	X	X	X	X	X	X
	Physical Education		X	X	X	X	X	X	3	3
	Moral and Civic Education		X	X	X	X	X	X	X	2
	Health Programs		X	X	X	X	X	X	X	X
	Religion		X	X	X	X	X	X	X	X
Foreign Languages		French English Spanish				X	X	X	X	X
Industrial Art									2	2
Vocational Technology							X	X	2	2
Introduction to Work							X	X	2	2
	Total hours per week		20	20	20	20	22	23	25	25

NOTE: The number of hours fixed for grades 7 and 8 are the required number fixed by the state councils of education.

Source: *Organización de las Naciones Unidas para la Educación, la Ciencia, y la Cultura — UNESCO* (Regional Office of Education). Santiago, Chile.

secondary area of the economy, training relates to industry and includes the fields of mechanics, chemistry, electricity, construction and electronics. Training in the tertiary sector of the economy relates to business and includes the fields of administration, commerce, credit and finances, and health.

Governing the selection of the *habilitacoes* which will be offered in any specific school curricula are the needs of the local and regional job market. All curricula are subject to periodic reassessment by the state or federal councils of education.

The 2º *grau* generally encompasses three or four *séries* (years or grades) and must include a minimum of 2,200 or 2,900 hours, depending upon the *habilitação* being followed. The Federal Council of Education strictly defines the minimum number of hours, as well as the minimum curriculum for each *habilitação*; however, many schools require much more than the minimum hours' load (*carga horário*). A student may finish studies equivalent to three years in as few as two or as many as five years if the school offers enrollment by course (*matrícula por disciplina*), rather than enrollment by the year.

Each curriculum for an *habilitação* is composed basically of two parts: the common core (*núcleo comum*) composed of general education subjects (*educação geral*) and the special vocational training core (*formação especial*), composed of professional training courses (*cursos profissionalizantes*). *Formação especial* must predominate over *educação geral* in 2º *grau*; however, according to interpretations of the law (# 871/72), schools have the right to add to the *formação especial* certain other general education courses which are especially relevant to the *habilitação* for which the student is training. These courses are referred to as instrumental courses (*cursos instrumentais*). Examples of instrumental courses are French for an *habilitação* in tourism, or math and physics in an electronics program.

The *núcleo comum* established in 1971 is common to every 2º *grau* curriculum in the country and includes subjects in communication and expression, social studies, and sciences. *Núcleo comum* courses are listed under the heading *educação geral* on a transcript and include the following required subjects (called *disciplinas* in Portuguese): Portuguese language and Brazilian literature, modern foreign language (usually English or French), history and geography, mathematics, physics, chemistry, biology, artistic education, health programs, moral and civic education, religious instruction and physical education. It should be noted that modern foreign language has only recently been added to the general education subjects. Also, religious instruction must be offered by the school, but is optional for the student.

Since the 1971 reform, teacher training on the secondary level has been integrated with academic and vocational education. Schools that were teacher training institutions prior to the reform now offer the courses necessary for university preparation, but retain teacher training courses as the professionalizing part of the curriculum.

Secondary school students can prepare to teach at the primary level by following the program for the *diploma de professor do ensino de 1º grau* (described in the next section). The program usually lasts three years for prospective teachers of years 1-4, and four years for those wanting to qualify to teach years 1-6. Professional preparation includes such subjects as psychology, teaching methods, curriculum planning, plus a required teaching practicum. It should be understood that holders of the *diploma de professor do ensino de 1º grau* qualify to sit for university entrance examinations.

Secondary level teacher training is also offered through supplementary education, often as in-service programs for teachers who need additional training to meet present certification qualifications.

REQUIREMENTS FOR 2º GRAU CERTIFICATES AND DIPLOMAS

A description of the five kinds of certificates and diplomas given upon completion of 2º *grau* follows, along with an explanation of the minimum requirements to earn each type and the options available in the future for graduates.

Certificate of Conclusion of 2nd Level (*Certificado de Conclusão de 2º Grau*)

Number of years: Normally three or four, but may be a minimum of two or a maximum of five years.

Number of hours: Minimum of 2,200 if the training field studied is listed in the tertiary sector of the economy; minimum of 2,900 if the training field studied is listed in the primary or secondary sectors of the economy. Of the total number of minimum hours, a minimum of 900 to 1,200 are spent in special training courses (called *formação especial*); again, the number of hours is determined by the sector of the economy in which the student's training field is defined.

Type of training: The student following a course leading to this certificate is doing the same courses required for the diploma of technician of the 2nd level (see description which follows). The courses are designed to give a high level of technical training relative to a specific type of job. The reason the student receives a certificate rather than a diploma is that no on-the-job training (*estágio*) has been completed, or only one-third of the hours required for the special training courses (*formação especial*) have been completed, although the student must complete a minimum of 2,200 total hours to receive the certificate. Students whose goal is university entrance will often choose to take the certificate because they are not interested in entering the job market right away, or because many of the most prestigious secondary schools offer only courses leading to the certificate, and not to the diploma. It is perfectly legal for a student to terminate secondary studies with the certificate, and there is always the opportunity to return to complete on-the-job training or the rest of the special training courses, neither of which would be necessary for a student interested only in university entrance.

Future options:

1. Sit for university entrance examinations
2. Complete the on-the-job training and/or the rest of the courses required for the professional training. Upon completion of the latter, the student would receive the diploma of technician of the 2nd level and be qualified to enter the job market.

Certificate of Basic Professional Qualifications (*Certificado de Habilitação Básica*)

Number of years: Normally three years, but may be a minimum of two or a maximum of five years.

Number of hours: Minimum of 2,250. Of this number, at least 1,050 hours are spent in special training courses (*formação especial*), of which at least 600 hours will include courses in professional training subjects related to any sector of the economy, and 450 hours will be composed of instrumental courses, i.e., general education courses which are especially relevant to the training field selected by the student. No on-the-job training is required.

Type of training: Broad background of training to enable direct entrance to the job market in any of a variety of related professions. Further specific training expected on the job or in higher education.

Future options:

1. Sit for university entrance examinations
2. Enter the job market
3. Pursue further professional training in a program leading to the *diploma de técnico de 2º grau* (see description which follows.)

Note: In some *habilitações básicas*, there may be fewer than 450 required hours of instrumental courses; therefore, the total number of hours in the *formação especial* will be fewer than 1,050.

Certificate of Technical Assistant (*Certificado de Auxiliar Técnico*)

Number of years: Normally three, but may be a minimum of two or a maximum of five years.

Number of hours: Minimum of 2,200. Of this number 300 are spent in special training courses (*formação especial*).
No on-the-job training is required.

Type of training: Trained with specific skills relevant to a particular job.

Future options:

1. Sit for university entrance examinations
2. Enter the job market
3. Pursue further professional training in a program for the *diploma de técnico de 2º grau* (see description which follows.)

Diploma of Technician of the Second Level
(*Diploma de Técnico de 2º Grau*)

Number of years: Normally three or four, but may be a minimum of two or a maximum of five years.

Number of hours: Minimum of 2,200 if the training field is listed in the tertiary sector of economy; 2,900 if it is listed in the primary or secondary sectors. Of the total minimum number of hours, 900 to 1,200 hours are spent in special training courses (*formação especial*); again, the number of hours is defined by the sector of the economy in which the student's training field is defined. A period of on-the-job training is required which must be equivalent to not less than 10% of the total number of hours required in the *formação especial.*

Type of training: Highly trained with specific skills relative to a particular job.

Future options:
1. Sit for university entrance examinations.
2. Enter the job market

Diploma of Instruction of the First Level *(Diploma de Professor do Ensino de 1º Grau)*

Number of years: Three or four, depending upon the grade level the person wishes to teach.

Number of hours: Minimum of 2,200 or 2,900 hours, depending on whether the 3-year or the 4-year course is followed. Of the total minimum number of hours,122 are spent in special training courses (*formação especial*). On-the-job training consisting of supervised practice teaching is required.

Type of training: The 3-year course qualifies a person to teach grades 1-4; the 4-year course qualifies a person to teach grades 1-6.

Future options:
1. Teach grades 1-4 upon completing the 3-year program
2. Teach grades 1-6 upon completing the 4-year program
3. Sit for university entrance examinations upon completion of either the 3-year or 4-year program.

Among the goals of the 1971 reform of secondary education important ones are to equalize the status of academic, vocational and teacher education, and to assure that all students completing any of the above diploma or certificate programs will be at least minimally qualified both to sit for university entrance examinations and to enter the job market. Some of the terminology on post-1971 secondary school records of Brazilian applicants might suggest to an American admissions officer that the applicant's work has been technical and exclusive of college preparatory work. It could also be wrongly assumed that students completing the *diploma de técnico do 2º grau* would always have stronger math and science backgrounds than other candidates. The fact is that most of the better schools respond to the students' need to meet severe competition in preparing for university entrance by including many more than the required number of hours of college preparatory academic work in the curriculum.

It can be assumed that a successful graduate of one of the twenty-three federal technical schools will be a strong candidate for math, science or engineering university programs. However, it cannot automatically be assumed that such an applicant would not perform well in another field, or that applicants holding one of the other four diplomas or certificates do not have as strong a preparation in math and science as a holder of the *diploma de técnico do 2º grau.* Quality of preparation in this area can vary with the individual school, but one indicator is the number of hours taken in each subject area, which will be listed on the transcript. Admissions officers may find it helpful to contact the applicant's secondary school directly for further clarification of the program followed.

SUPPLEMENTAL EDUCATION *(ENSINO SUPLETIVO)*

Supplemental education is broadly developed in Brazil to meet a wide variety of educational and training requirements, including literacy, outside the regular system. It is also an important vehicle through which adolescents and adults who left school before completing their primary or secondary education can return to school to further their education.

In general, persons over age 18 are eligible to enter *supletivo* 1º *grau* (supplementary primary level). Persons over age 21 are eligible to enter *supletivo* 2º *grau* (supplemental secondary level). Age limits are not strictly adhered to, allowing younger "drop-outs" to enroll on a space-available basis. *Ensino supletivo* sometimes maintains its own facilities and faculties, but often uses available classroom space and part-time teachers from the regular system. The supplemental system is designed to meet the unusual needs of a non-traditional student. To a large extent, studies are individually paced and instructional methods combine multiple approaches to learning, including directed studies, individual and group projects, course modules, multimedia, and other innovative and personalized techniques. Proficiency examinations can be completed in lieu of course work.

The law provides an avenue for reentry into the regular school system through examination. Students can return to regular 1° *grau* classes before age 18 or to 2° *grau* classes before age 21. Students who complete 2° *grau* in *ensino supletivo* receive a *diploma* or *certificado* of equal value and character as that of the regular system. *Supletivo* graduates are eligible to take university entrance examinations.

Special programs provide training to develop or upgrade vocational and professional skills. Adult training is broadly available through quasi-governmental and/or private short courses and on-the-job training. Many companies typically provide in-service programs. Such in-house programs are often promoted and recognized as an attractive fringe benefit of employment.

Two substantial programs of apprenticeship (*aprendizagem*) were established through the cooperative efforts of government and business. *Serviço Nacional de Aprendizagem Industrial* (SENAI) and *Serviço Nacional de Aprendizagem Comercial* (SENAC) are supported by funds collected through tax-paying enterprises. Administration is provided by the National Federation of Industry and by the National Federation of Commerce, respectively.

The SENAI program offers apprenticeship and short courses for youths and adults. Completion of the first four grades of primary education is a prerequisite, with the student being selected and oriented for suitable courses, according to aptitude. The SENAC program, though not as widely available, offers training in service and commercial areas, such as typing, shorthand, bookkeeping, tourism, etc. Both SENAI and SENAC offer some 2° *grau* parallel courses and can award diplomas of equal value and character to those of the regular system.

Literacy training is prominently available. Since 1827 Brazilian law has required that primary education be extended to every person. In addition to the 1° *grau* opportunities available through *ensino supletivo*, the Brazilian Literacy Movement (MOBRAL—*Movimento Brasilero de Alfabetização*) has been established to provide a highly organized network of community based literacy programs. Established in 1971, MOBRAL has had some impact on rural areas, but its principal success has been in the slums of the big cities. It offers a five months' course in reading, writing, basic math, hygiene, and nutrition. Classes are generally held at night in any available church, school, or municipal facility. Most teachers are community volunteers who have received special training. Continuance in the educational system after literacy training is possible through entry into *ensino supletivo*.

SPECIAL FEATURES

Primary and secondary education is directly affected by several features of the system. The following items require particular note as qualitative factors.

Rural Schools

There is a sharp contrast between education in rural areas and that of the more advanced urban centers. In some locales, particularly in the rural northeast, no more than two or three years of primary school are available. In such schools, books and supplies, equipment, and buildings are often severely limited. Teachers are frequently undertrained.

Selection of Students

Federal law does not require an admission examination before entering 2° *grau*. However, many schools have more applicants than space; they select students by means of a selection examination (*exame de seleção*). In some areas, where the federal, state, or municipal schools do not have adequate space for students desiring to enter, a system of *compra de vaga* (literally, "purchase of vacancy") has been devised, wherein the government buys space in private schools.

Teaching Methods

In general, the Brazilian schools use a combination of lecture, structured learning activity, laboratory, class discussion, debate, and written work. Some of the best schools have moved to a system of individualized instruction through the use of learning packets, including a variety of activities designed to support learning. In poorer urban schools and rural areas, conditions afford less exposure to newer learning methods. It can be assumed that the more traditional lecture-memorization methods are still used to a substantial degree.

Within the guidelines prescribed by the Federal Council of Education, each school devises its own course plans from which the teachers must develop their class plans. Course material is organized so that each subject is introduced clearly and presented in progressive levels of difficulty. Ideally, each teacher will receive the planned curriculum for all disciplines. Teachers are encouraged to develop class plans in conjunction with teachers of other disciplines where there is overlap between the two disciplines. The reform of 1971 has directed that schools encourage such interdisciplinary cooperation, allowing students to see their courses of study as they relate to each other, rather than as separate entities. Most schools are just beginning to implement this directive.

Mathematics Instruction

Students take three years of mathematics, including algebra, geometry, and trigonometry; instruction is not segmented and sequential; instead, students take some algebra, geometry and trigonometry each year. Their transcripts will simply indicate "mathematics". Math teaching has followed a pattern similar to that of the United States. "Modern math" was used widely in Brazil during the last decade; in recent years, there has been a return to more traditional methods. Now, a combination of both approaches is found in most schools.

Inter-School Cooperation

Prior to the 1971 reform, schools were rather rigidly divided into university preparatory, technical, and teacher training institutions. The biggest challenge to the schools after the reform was adaptation of staff and facilities to allow the integration of academic with professional curricula as prescribed by the new laws. One means of accomplishing the required integration is interschool cooperation whereby academic and professional parts of the 2º *grau* program are made available using facilities of two or more schools. The reform law also directs that, wherever possible, community resources should be utilized to complement the schools' own facilities. Although the use of community resources is not now widespread, it is not uncommon for the students at technical schools to train in commerce and industry, and for commerce and industry to contract with schools to further the education and training of their own personnel.

Counseling and Vocational Guidance

The Brazilian guidance counselor plays an important role in the integration of professional and academic education. During the later 1º *grau* years, a counselor meets with students to determine their professional interests and abilities and to select the training that the student will follow. Time and staff permitting, the counselor also offers classes in human relations and works with students individually.

Facilities and Staffing

Many schools have made significant progress in adapting their curricula to the guidelines prescribed by the reform. However, the lack of staff and physical facilities to support the goals and objectives required by the curricula is a major problem. A few schools have adequate laboratories to support the professional portion of the curricula; i.e., language, photography, clinical pathology, and electronic labs. Some schools have devised systems of contracting with their own teachers to build a system of tapes, graphs, and other audio-visual aids for use in the classroom. However, in most schools, the laboratory equipment for science and technology is inadequate, out of date, and must be shared by large groups of students. Much of the equipment must be imported, making costs of purchase and repairs prohibitive.

Even in the best schools, there are often at least forty to fifty students per teacher in each class. Most teachers are poorly paid, and the majority hold jobs at more than one school. Almost all teachers in Brazil are part-time.

The requirement for teaching on the secondary level, and for the seventh and eighth years on the primary level, is completion of the *licenciatura* (a university-level degree that includes pedagogical courses and student teaching). However, only in a few of the most advantaged schools have the majority of the teachers completed this requirement. One of the goals of the reform is to bring secondary school teachers up to this level of qualification. This is being accomplished gradually through in-service training programs, special university courses designed to further the training of teachers who lack complete credentials, supplemental education and qualifying examinations.

In order to teach grades 1-4 on the primary level, one must complete the *diploma de professor do ensino de 1º grau* (3-year program). In order to qualify to teach grades 1-6 on the primary level one needs the same diploma; however, additional coursework is needed, and the diploma is received after four years. In both cases this diploma includes a teaching practicum. Again, many primary teachers, particularly in the rural areas, do not meet these qualifications. Supplemental education, in-service training and qualifying examinations are all being used to upgrade standards for teacher qualifications on the primary level.

There is also a program at the university level to prepare primary teachers that leads to a diploma called the *licenciatura curta*. Holders of this credential may teach grades 1-8, and with one further year of supplemental studies, may teach through the second year of secondary school.

Most schools must operate on a shift system, and there may be as many as three shifts per day. A common pattern is for 1º *grau* classes to be held in the morning, and 2º *grau* classes in the afternoon and/or evening, with *ensino supletivo* offered in the evening. It also is common for students to work during the periods of the day when they are not in school. Some schools offer a system for enrollment by subject (*regime de matrícula por disciplina*) which allows students to register on a course-by-course basis, rather than finishing the course in the prescribed program in one year.

EVALUATION AND REMEDIATION

As a trend, final examinations seem to be diminishing in importance with greater value assigned to class work and periodic tests given during the term. Student participation and special projects are also considered. A student failing any subject will receive a deficiency *(dependência)* in that particular subject. The number of deficiencies that a student may receive without repeating the whole year varies by school, but rarely will exceed two subjects per term. A student usually is not allowed to proceed to the next year of study with a deficiency in a basic or prerequisite subject. Schools are required to offer remedial work (*recuperação*) either during the term or during the summer or other vacation period. Some schools require the removal of deficiencies during the following term, but usually, liberal time (as much as two or three years) is allowed.

GRADING AND DOCUMENTATION

Grading practices vary widely from school to school. The most common practices are to grade by concepts (*conceitos*) or by letter grades:

Abbreviation	*Conceitos*	English translation
SS	*Superior superior*	Very superior
MS	*Média superior*	Superior
MM	*Média média*	Average
MI	*Média inferior*	Below average
II	*Inferior inferior*	Inferior

The traditional numeric evaluation (*nota*) of 1-10 is also common. Ten is the highest mark and normally five is the minimum passing grade. Another numerical system is 1-5, where five is the highest mark and three is the minimum passing mark. Sometimes the notation "Ap" appears, meaning "approved, the subject has been passed." It reflects the school's practice of not making the grades public.

Transcripts usually contain an explanation of the grading system. In instances where the system is not explained, additional information should be sought from the school. Schools may also be willing to provide information regarding grade distribution.

Samples of various types of 2º *grau* diplomas and certificates are included on the following pages to acquaint users with documents. Not all documents will be in this format. As in the United States, format is not standardized, although diplomas and certificates of 2º *grau* follow some basic official rules. The state offices of education may have a standard model for the state system, or allow the school to make its own, provided the official rules are followed.

BASIC ELEMENTS OF DIPLOMAS AND CERTIFICATES

A copy of an *histórico escolar* (transcript or school record) accompanies this text and is marked with numbers which correspond to the following listing which describes the various parts of that document. Most records will contain these parts, though in varying order.

Front side — filled out completely only if student has actually graduated (see Figure 1):

1. National seal
2. *República Federativa do Brasil*
3. Name of the state
4. Name of school or school system and citation of legal documents that created and authorized the functioning of the given course
5. Title of document: *Diploma* or *Certificado*
6. Legal terminology that refers to the degree given
7. Type of professional curriculum followed (e.g., *técnico em secretariado, auxiliar de laboratorio, curso do formação do professor*)
8. Date the course concluded
9. Name of student
10. Name of student's parents
11. Place and date of student's birth
12. Title awarded to student
13. Place and date diploma or certificate was issued
14. Signatures of the graduate, school secretary, and school director
15. Names of school secretary and director should be typed or stamped below their signatures

Reverse (see Figure 2):

The diploma or certificate usually is on one side of the record and the actual transcript of courses and grades on the reverse. Often the name of the student will not appear on this latter side. Thus, the admissions officer should require a certified copy of both sides of the diploma or certificate and may wish to examine the original document on matriculation.

1. Data about 1º *grau* school
2. Data about 2º *grau*; name of *habilitação*
3. Curriculum of 2º *grau* course, showing subjects of *educação geral, formação especial,* number of classroom hours per subject, number of years and grades
4. Space for the State Secretary of Education and the Ministry of Education and Culture to state that the legal requirements of the course have been met
5. There may be a section for notes (*observações)* at the lower part of the sheet for comments or clarifications of school officials
6. Stamp of State Secretary of Education and Culture (SEC)

The *histórico escolar* usually does not show failures *(dependências)* or courses subsequently completed through remediation *(recuperação)*. Admissions officers who think there might have been failures because secondary education seems to have been prolonged might request a copy of the permanent cumulative record (*ficha cumulativa*) directly from the school.

1

2 REPÚBLICA FEDERATIVA DO BRASIL

3 ESTADO DO RIO DE JANEIRO

SECRETARIA DE ESTADO DE EDUCAÇÃO E CULTURA

4 INSTITUTO DE EDUCAÇÃO

Fundado em 1880 e Reestruturado pelo Decreto "E" N.º 7 269, de 14.8.74

5 DIPLOMA

6 O DIRETOR DO INSTITUTO DE EDUCAÇÃO, DA SECRETARIA DE ESTADO DE EDUCAÇÃO E CULTURA DO ESTADO DO RIO DE JANEIRO, de acordo com os preceitos legais e de conformidade com os graus de aprovação em todas as disciplinas do CURSO DE FORMAÇÃO DE PROFESSOR para o ensino de 1.ª a 4.ª série do Primeiro Grau, concluído no ano de 197 por 7

8 9

filh de 10 e de

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confere-lhe o Título de PROFESSOR DO ENSINO DE PRIMEIRO GRAU, de 1.ª a 4.ª série, com base na Lei n.º 5.692, de 11 de agosto de 1971, e do disposto no Regimento do Instituto de Educação, para que possa gozar de todos os direitos e prerrogativas concedidas por este título pelas leis do país.

13 Rio de Janeiro, de de 197

14 DIPLOMADO

ASSESSOR TÉCNICO DE ENSINO DE 2.º GRAU

14 15 SECRETÁRIO

DIRETOR DO INSTITUTO DE EDUCAÇÃO

Figure 1 **Sample of a secondary school diploma (front side).**

CURSO ANTERIOR 1
DATA DA CONCLUSÃO
ESTABELECIMENTO
ENDEREÇO

HISTÓRICO ESCOLAR 2º GRAU 2 CURSO DE FORMAÇÃO P/ O MAGISTÉRIO CURRIC. APROVADO PELO PARECER			TOTAL DE HORAS	GRAUS 1ª S 19....	2ª S 19....	3ª S 19....
EDUC. GERAL	NÚCLEO COMUM 3	Ling. Port. e Lit. Brasileira	270			
		Educação Artística	60			
		História	120			
		Geografia	90			
		Educação Moral e Cívica	60			
		Organização Social e Política Brasileira	60			
		Matemática	150			
		Ciências Física e Biológica e Prog. Saúde	240			
TOTAL DE FORMAÇÃO GERAL			1050			
FORMAÇÃO ESPECIAL	INSTRUM.	Educação Física	270			
		Educação Artística	60			
		Literatura Infantil e Folclore	60			
		Matemática	60			
	PROFISSIONALIZANTE	Téc. de Est. e Org. do Trabalho Intelectual	45			
		Noções de Estatística Educacional	45			
		Fund. Bio-Psicológicos da Educação	120			
		Fund. Sociológicos da Educação	60			
		Fund. Hist. e Fílos. da Educação	60			
		Estrut. e Func. do Ensino 1º Grau	90			
		Mét. e Processos Alfabetização	90			
		Didática Geral (Teoria)	270			
		Didática Geral (Est. Supervisionado)	450			
TOTAL DE FORMAÇÃO ESPECIAL			1680			
OBRIG.	Orientação Educacional		P			
FACULT.	Ensino Religioso		90			
TOTAL			2820			

ÓRGÃO DA SEC/RJ 4

REGISTRO NO MEC 4

ÓRGÃO FISCALIZAÇÃO PROFISSIONAL 4

OUTRAS HABILITAÇÕES

OBSERVAÇÕES:
INSTITUTO DE EDUCAÇÃO
Registrado Livro ____ Fls. ____
Em / /19
Ass. Mat.
Chefe da Seção Rec. e Arq. Escolar 5

6

Figure 2 **Reverse side of the preceding which contains the secondary school transcript.**

REPÚBLICA FEDERATIVA DO BRASIL
ESTADO DO RIO DE JANEIRO
COLÉGIO METROPOLITANO

Sistema Estadual de Educação – Entidade Mantenedora COLÉGIO METROPOLITANO S/A.
Autorização: Decreto Federal n.º 10.801 de 12/11/1942 — D. O. de 23/11/1942

CERTIFICADO

O Diretor do **Colégio Metropolitano** *localizado no Rio de Janeiro, Estado do Rio de Janeiro, de acordo com os preceitos legais e de conformidade com os resultados de aprovação em todas as disciplinas do Ensino de 2º grau na Habilitação* Auxiliar de Laboratório (Química) *autorizado pelo Parecer* 1283 de 21/10/1975 *concluída no* 1º *semestre do ano de* 1975
confere a [illegible] Barbosa, NACIONALIDADE
filho de [illegible]
nascido em 22/6/1955 *no Município* Rio de Janeiro *Estado* Rio de Janeiro
o título de Auxiliar de Laboratório de Química Geral e Inorgânica
com base na Lei 5692 de 11 de agosto de 1971 e no disposto no Regimento Escolar para que possa gozar de todos os direitos, regalias e prerrogativas concedidas por este título pelas leis do país.

Rio de Janeiro, RJ, 7 *de* [illegible] *de* 1975

Coordenador | *Diretor* | *Secretário*

Sample of a secondary certificate *(auxiliar de laboratorio)*, front side.

REPÚBLICA FEDERATIVA DO BRASIL
ESTADO DO RIO DE JANEIRO
COLÉGIO METROPOLITANO

Sistema Estadual de Educação – Entidade Mantenedora COLÉGIO METROPOLITANO S/A.
Autorização: Decreto Federal n.º 10.801 de 12/11/1942 — D. O. de 23/11/1942

DIPLOMA

O Diretor do **Colégio Metropolitano** *localizado no Rio de Janeiro, Estado do Rio de Janeiro, de acordo com os preceitos legais e de conformidade com os resultados de aprovação em todas as disciplinas do Ensino de 2º grau na Habilitação* Técnico em Secretariado *autorizada pelo Parecer* 1283 de 21/10/1975 *concluída no* 2º *semestre do ano de* 1975
confere a [illegible]
filho de [illegible]
nascido em 14/3/1955 *no Município* [illegible] *Estado* [illegible]
o título de Técnico em Secretariado
com base na Lei 5692 de 11 de agosto de 1971 e no disposto no Regimento Escolar para que possa gozar de todos os direitos, regalias e prerrogativas concedidas por este título pelas leis do país.

Rio de Janeiro, RJ, 7 *de* [illegible] *de* 1975

Coordenador | *Diretor* | *Secretário*

Sample of a secondary diploma *(técnico em secretariado)*, front side.

Estabelecimento: Colégio Metropolitano
Endereço: Rua Barão de Itapagipe, 91 - Rio
HISTÓRICO ESCOLAR DO ENSINO DO 2º GRAU
HABILITAÇÃO: Técnico em Secretariado
CURRÍCULO APROVADO PELO PARECER Nº 1283/75 CFE

COMPONENTES CURRICULARES	Total de Horas	1ª Série	2ª Série	3ª Série
EDUCAÇÃO GERAL				
Língua Portuguesa e Literatura Brasileira	396	132	132	132
Educação Artística	72	144	72	
Língua Inglesa	216			144
Física	216	144		144
Biologia	216	144		144
Educação Moral e Cívica	72	144		
Matemática	288		144	144
Química	216	144	144	144
Geografia	144		144	
História	144		144	
Sociologia	144			144
Filosofia	144			144
Educação Física	144	144	144	144
TOTAL DE EDUCAÇÃO GERAL	2544			
FORMAÇÃO ESPECIAL				
Instrumentais				
Estatística Aplicada à Administração	72	144	72	
Prática de Secretariado	216	144	144	144
Profissionalizantes				
Organização e Métodos	144	144	144	
Arquivo	144	144	144	
Técnica Datilográfica	144	144	144	
Taquigrafia	144	144	144	
Relações Humanas	72	144	144	
Secretariado	72	144	144	
Técnica Bancária	72	144	144	
Organização e Normas	72	144	144	
TOTAL DE FORMAÇÃO ESPECIAL	1320			

ÓRGÃO DA SECRJ

REGISTRO NO MEC

ÓRGÃO DE FISCALIZAÇÃO PROFISSIONAL

OUTRAS HABILITAÇÕES

OBSERVAÇÕES

Reverse side of both the preceding secondary documents, the certificate and the diploma.

ENGLISH LANGUAGE INSTRUCTION IN BRAZIL

One of the critical factors in the admissions process by U.S. admissions officers is the dtermination of the applicant's proficiency in knowing and using the English language. Therefore, the following information is included regarding the teaching of English in Brazil. It is summarized from a report published in 1976 by the British Council's English-Teaching Information Centre (*English Language Teaching Profile: Brazil.* London: English-Teaching Information Centre, British Council, 1976. Also available through the Educational Resources Information Center, U.S. Office of Education [ERIC access number ED-129-093].)

DEMAND FOR ENGLISH

In recent years there has been an increased demand for English language instruction; it far exceeds the demand for training in any other foreign language. English has become an important tool for academic and professional advancement and a necessary tool for research.

In higher education English is becoming more and more important in the scientific, technical, and medical fields. A reading knowledge is nearly essential because of the tremendous number of textbooks and periodicals published in the English language. In a few university departments, such as physics and post-graduate engineering, English may be the language of instruction when foreign teachers are lecturing. In those universities where new entrants have to choose a foreign language in the basic cycle, 75% are now selecting English.

STUDY OF ENGLISH IN BRAZILIAN SCHOOLS

Except for a few private schools (i.e., British schools, American international schools), English is not used as a language of instruction, and in public schools at the 1º *grau* level almost no English is taught at the present time.

In second level schools that offer foreign language, about 80% of their students choose English. The average number of hours of instruction per week is three, resulting in about 120 hours totally per year. In public schools English is taught in all three years, but not always very effectively. There is little English literature in 2º *grau*, except for some simplified texts.

With regard to evaluation within the Brazilian school system, there is no complete uniformity in 2º *grau*, but four school-administered tests per year represent the average. In some schools there is an attempt to make a continuous assessment of the students' progress by having bi-monthly examinations. Failure entails remedial work and retesting, but in actual practice very few students fail since minimal knowledge is enough to insure passing. Students, should they fail, may continue to retake examinations until they eventually pass.

ENGLISH IN HIGHER EDUCATION

University entrance examinations often do not discriminate effectively among those students who have had English language training and wish to continue it at the university level, and those who have had minimal preparation. As a result, first year classes often contain students with varying levels of proficiency in English.

Foreign language is not required in all higher education programs. Of those who elect or who are required to take foreign language, about 75% choose English. In the first year the number of hours allocated to English study normally averages between 120 and 180 hours. For those students choosing to specialize in English study after completing the first year, the number of hours of English study will increase to an average of six to twelve hours a week, making a total of 720 to 850 hours. Normally a degree will not be taken in English by itself, but almost always will be a degree in English and Portuguese. There is a formal distinction between English language and English literature; these are separate courses which are tested by different examinations. The amount of time devoted to the respective studies is about equal.

A great deal of freedom is granted to institutions at both the school and university level in regard to the matter of selection of textbooks and classroom materials. Generally, all syllabi and books are selected by the head of the department and his staff. Normally, the supervision to which the actual teaching is subjected is that done by the head of the department. In some states all subjects, including English, are inspected by the state secretariat. Private schools are inspected by the federal government.

QUALIFICATIONS FOR ENGLISH TEACHERS

At the university level in Brazil, it is generally considered that the number of teachers available is adequate, but that the overall quality of English teaching is not adequate. The normal minimal requirement for an English teacher at the tertiary level is: (1) a degree (*bacharel*) in English and Portuguese, (2) one year's work in didactics (methods of teaching) in a department of education in order to earn the *licenciatura*, and (3) a commitment to earn a master's degree within three to four years. Also acceptable is a *bacharel*, plus the *licenciatura*, plus a British or American master's degree.

Estimates are that 43% of all teachers do not meet minimum legal requirements, resulting in the need for temporary licensing. Among the candidates who are issued temporary licenses to teach are those who hold the English "Cambridge Certificate of Proficiency" and who also have had one year of didactics. Similarly, temporary licenses are often issued to holders of the Michigan "Certificate of Proficiency" who have had three years of teacher training courses and didactics. Temporary appointments have also been given to fourth-year students of English from recognized universities.

Many teachers of English have teaching jobs in more than one institution, and in more than one kind of

institution (i.e., state school, private school, commercial language school, etc.) Some hold other jobs in fields unrelated to teaching, such as business. Those who are fortunate enough to be able to limit their teaching responsibilities to two or three places still may find it difficult to meet their teaching responsibilities adequately in any one. The vast majority of teachers of English in Brazil are Brazilians, not native speakers of English.

COMMERCIAL SCHOOLS OF ENGLISH

In Brazil today a great deal of effective teaching of English is done by private commercial schools. Many reasons contribute to this situation, among them are: (1) a pressing popular demand for English instruction that cannot as yet be effectively met by the school system, (2) the poor school conditions that exist in many parts of the country, especially in the interior and the northeast, where schools are overcrowded; and (3) a shortage in many areas of qualified state teachers, or even individuals with sufficient knowledge of English to be able to offer a class.

As a result, in most parts of Brazil private commercial schools abound. Reliable statistics as to the number of these schools are difficult to obtain. As might be expected there are frequent openings and closings of schools in this area of private enterprise. Estimates are that there may be some five hundred private schools now operating which serve a student population of approximately a quarter of a million.

There is a tremendous variation in size, organization, and quality of instruction among these commercial schools. Some of the better known organizations and schools are:

(1) Ya'zigi - an American oriented organization with a network of schools across the country. This organization will also franchise other schools, and individual teachers after training in the Ya'zigi method.

(2) Fisk - another American oriented organization with a wide network of franchises.

(3) BRASAS - this chain based in Rio enjoys a solid reputation for intensive courses. Its services are often utilized by Brazilian students who intend to study abroad, and who need to improve their English.

(4) Curso Oxford - a Rio-based organization with eight to ten exceptionally well-equipped branches, serving some ten to twelve thousand students.

(5) British Brazilian Course - another Rio-based company with an enrollment of about six thousand students.

(6) *Sociedade Brasileira de Cultura Inglêsa* (SBCI) - anglophile societies run by the British Council (more information follows).

(7) *Institutos Brasil-Estados Unidos* (IBEU) - binational centers supported partly by Brazilians and partly by the United States Information Service (more information follows).

BRITISH SUPPORT OF ENGLISH LANGUAGE TEACHING IN BRAZIL

British support, through the British Council, for the teaching of English is considerable and selective. The British intention is a pragmatic one—to place its support in those areas where the impact will be the greatest, and not necessarily where the need is greatest.

Directly involved in English language teaching in Brazil are the anglophile societies (*Sociedade Brasileira de Cultura Inglêsa* - SBCI). There are some eight to ten such societies in the country. The SBCI's are non-profit organizations whose chief activities are teaching of English and encouragement of British culture. The two biggest societies are found in Rio and São Paulo; they have a combined student enrollment of nearly forty thousand. English language reference and lending libraries are maintained by all the societies. The largest is located in Rio; its more than 40,000 books and 150 newspapers and periodical subscriptions make it the best English language library in the country, and perhaps in all Latin America.

In general, the teaching operation of the SBCI's is outstanding. They are prestigious organizations, and the size of their student enrollments make them, like the commercial schools, a major force in English language teaching in Brazil. The number of trained teachers coming from the SBCI Teacher Training Departments may be small in comparison with that of the Brazilian universities, but the quality of their training is high and their resultant influence is considerable.

UNITED STATES INVOLVEMENT IN ENGLISH LANGUAGE TEACHING

Presently some sixty thousand students across Brazil are taking English courses in sixty binational centers (*Institutos Brasil-Estados Unidos*—IBEU). Over half of this number are studying in the major nineteen binational centers which are supported and recognized by the American Studies Office of the United States Information Service. In the past there was a system of inspection and recognition which covered all of the binational centers, but that has now been cut back to the major nineteen, which include cultural programs as well as language teaching in their offerings. The remaining forty-one centers are primarily engaged in language teaching. The binational centers are autonomous Brazilian societies. They are non-profit organizations and have their own governing boards. Funds are obtained from the fees paid by the language students, and these fees, in turn, provide the financial support for the cultural work undertaken by the centers.

A good example of an IBEU is the one located in Rio de Janeiro. Organized in 1937, it now has five branches with some twelve to fourteen thousand students. The center offers a strong cultural program, and English language teaching is one facet of the overall program. Generally, teachers (including Americans) are locally hired, but all receive training, supervision, and support through the IBEU. The Rio IBEU, along with the other eighteen major binational centers, is an approved examination center for the Michigan Examination for

the Certificate of Proficiency in English, the Test of English as a Foreign Language (TOEFL), the Graduate Record Examinations (GRE), and the Graduate Management Admissions Test (GMAT).

A Brazilian student, after taking a four year course and passing a preliminary exam, can take the Michigan proficiency examination. In 1975, some 1,000 candidates took the preliminary exam in the Rio IBEU; 510 took the final exam, and 270 emerged successful in their quest for the Certificate of Proficiency. A Brazilian student who is a holder of a Michigan Certificate of Proficiency in English and who has successfully completed the three-year Teacher Training Course (offered by the center), and who has also completed the *complementação pedagogica*, will be qualified to teach English in the Brazilian school system. Throughout Brazil there are numerous examples of teachers qualified in this manner who are now teaching in state secondary schools, in private secondary schools, and in the commercial language schools. It should be noted, however, that there is an increasing reluctance on the part of state education authorities to grant licenses to holders of the various certificates of proficiency. The authorities recognize clearly that foreign qualifications within their educational system tend to undermine the Brazilian requirements and qualifications.

The Rio IBEU each year sends some of its teachers to the United States for workshops and/or summer courses, and each year it organizes seminars in Brazil for Brazilian teachers of English. In addition to the language programs offered in the Rio IBEU, there is a thirty-two thousand volume library, and an extensive cultural program with the usual offerings of art exhibits, lectures, music programs, film presentations, etc. The cultural and language programs offered in the Rio binational center are a reasonable representation of the programs offered in the other eighteen major IBEU's.

The U.S. binational centers represent one facet of American involvement in English language training in Brazil. There are many other facets which include television programming of English language teaching, and activities of the United States Information Service. The main concern of this USIS group is with the teaching of American literature and English language. Relations are maintained with some 130 Brazilian universities and faculties. Advisory services for the setting up of English programs are offered by this office, and its personnel travel extensively in order to offer short courses of two to five day duration on American literature and English language.

In summary, main contributors to English language teaching are found outside the public educational system. For those who can afford it, training abroad is still a major avenue. The commercial schools of Brazil are able to react more quickly to the nation's demands than the federal or state network of schools. The increasing demand for their services in spite of high tuition underscores the increasing appreciation of the importance of English in many fields and professions.

HIGHER EDUCATION

INTRODUCTION

Brazilian higher education has experienced considerable change during the past decade. The basis for change had its roots in the Law of Directives and Bases of National Education of 1961 described in "The Educational System" section of this report. Although this legislation permitted change in the educational system it did not require radical modifications at the tertiary level and most institutions continued to function as in the past.

In 1966, however, additional laws were passed and decrees issued which required changes in the structure and organization of Brazilian universities. Institutions were specifically directed to provide undergraduate, graduate and specialized courses and to engage in research activities. As a result of new legislation, curricular organizations and program requirements have undergone radical changes. Federal regulations also prohibited the establishment of additional isolated faculties. Existing isolated faculties in many cases are joining together to form federations; thus, Brazilian universities are becoming more integrated institutions with a central administration directing their overall operation. There also has been legislation aimed at reforming the entrance examination system (*concurso vestibular*). These changes will be discussed in the following pages.

BACKGROUND

At present, education in Brazil is the object of constant study and research. Brazilian methods of education, formerly based on foreign models, are now more closely adapted to the needs of all levels of Brazilian society. As was stated in the First National Development Plan, the Brazilian government considers that education is the basic condition for the process of sustained economic development as well as an essential element in a democratic society. Higher education (*ensino superior*) is divided among three types of institutions: universities *(universidades)*, isolated institutions *(instituições isoladas)*, and federations *(federações)*.

The concept of an essentially independent, single-purpose institution or faculty is one that is more than two centuries old in Brazil and one that predominated until 1934 when the university tradition was established with the founding of the University of São Paulo. The University of Rio de Janeiro and the University of Minas Gerais antedate the University of São Paulo, but these schools were composed of independent and unrelated schools (e.g., law, medicine, engineering, etc.) that later joined to form a university. Here lies a similarity with U.S. higher education in that many universities were formed by consolidating separate and independent schools under a single administrative structure.

The 1960's and early 1970's reflect great expansion in higher education. Many new schools, particularly isolated establishments, were opened, and enrollment

soared. It is estimated that in 1960, enrollments in higher education were about ninety-four thousand; by 1974, it was estimated that over one million persons were enrolled in higher education, a dramatic increase.

REGULATING AGENCIES

The Ministry of Education and Culture (MEC) has ultimate control over virtually all of higher education. Its principal standard-setting agency is the Federal Council of Education (CFE — *Conselho Federal de Educação*). The Council sets minimum standards for the establishment of an institution of higher education, thereby "authorizing" it. The notation of "A" indicates authorization by CFE and may appear in directories of such institutions for the entire institution or for particular programs. A further step in the regulating process is recognition (*reconhecimento*, noted by the symbol "R") by CFE to an institution or for particular programs of the institution. Such recognition can be given only when the school or program has been in operation a specific number of years, has met the standards for teacher qualifications, curriculum, financing, etc. A review by CFE has to occur before recognition is given.

The absence of recognition does not mean necessarily that a program is below standards; rather, the situation may simply reflect the absence to date of a review. Similarity to U.S. accreditation procedures can be noted. The main thing to keep in mind is that any Brazilian institution of higher education must have approval to begin operation. This in itself means that the initial steps have been taken to seek authorization or recognition. CFE has the authority to withdraw recognition or authorization of a school to operate. Prior to withdrawal of authorization, the institution would be placed on probation with a directive that it remedy the deficiencies noted.

The Department of University Affairs (DAU - *Departamento de Assuntos Universitários*) implements MEC and CFE policies on a day-to-day basis. The all important distribution of federal funds to the institutions of higher education is made through DAU. The Commission for Improvement of Personnel in Higher Education (CAPES—*Coordenação do Aperfeiçoamento de Pessoal de Nivel Superior*) has as its chief function the improvement of the quality of higher education, via improvement of graduate education. Toward this goal, CAPES offers guidance, training and money to universities and to departments and individuals within universities, as well as to individuals independently seeking advanced degrees. CAPES funds various research efforts and projects. U.S. education personnel often encounter graduate students from Brazil who are on CAPES fellowships and working toward doctorates and occasionally toward master's degrees. Thus the efforts of CAPES are not restricted to support Brazilians to attend Brazilian institutions but foreign institutions as well. Usually such people have strong academic credentials and have held teaching or administrative positions in Brazilian universities, to which they are expected to return.

The National Council for Scientific and Technological Development (CNPq—*Conselho Nacional de Desenvolvimento Científico e Tecnológico)* might be compared to the U.S. National Science Foundation. It is part of the Secretariat of Planning, an important agency of ministry status that reports directly to the president of Brazil. CNPq is responsible for rendering advisory services in the formulation of scientific and technological development policy, coordinating and funding scientific activities and granting fellowships.

KINDS OF INSTITUTIONS

The Federal Council of Education categorizes institutions of higher education into three basic groupings; i.e., universities, federations and isolated institutions. Within each of these three groups are institutions that can be federal, state, municipal, or private. In 1976 the Council listed a total of 904 institutions of higher education, of which 61 are universities, 7 are federations, and 836 are isolated institutions. Table 2 shows the breakdown according to type.

The list of institutions (see Brazil—Appendix A) gives no clues as to the nature or quality of such schools. However, the presence of an institution in this list is an indication that the school, its courses and its degrees, are bona fide; that is, the authority to operate as an institution of higher education has been given by the Ministry of Education and Culture. The listing indicates the name, type of institution, date of founding, location, and the agency that maintains the school.

As stated above, universities may be supported by the federal government as exemplified by the Federal University of Rio de Janeiro which has monies contributed by the Ministry of Education, state supported, such as the University of São Paulo which is supported by the State of São Paulo, or by private entities such as the *Pontificia Universitaria Católica de Rio de Janeiro*, which is supported by the Catholic church. The structure of the universities in terms of faculty, number of programs, facilities and educational support services, is more complex and highly developed than in most other types of Brazilian institutions of higher education. A multiplicity of degree programs is offered both at the undergraduate and graduate level, although not all universities have graduate programs. The public universities are better funded than most of the private universities and they do not charge tuition. Therefore, they may be more highly regarded by both students and the general public. However, there are private universities with substantial bases of support and traditions of excellence that are equally prestigious.

The second category of institutions of higher education is the federation. A federation is a consolidation of independent institutions offering various fields of study which have joined together to promote the establishment of better structured degree programs and centralization of administrative services. Typically smaller than the universities, federations do not offer the number of degree programs and educational opportunities that the universities afford. In terms of their reputation for academic excellence, the federations enjoy less prestige than the universities, although the quality of individual programs may be of comparable standard.

One such federation is *Federação das Escolas Federais Isoladas do Estado de Rio de Janeiro* (FEFIERJ).

Table 2

BRAZIL — INSTITUTIONS OF HIGHER EDUCATION
1976

Type of Establishment	Federal	State	Municipal	Private	Total
Universities	30	08	02	21	61
Federations	01	01	-	05	07
Isolated Institutions	16	68	95	657	836
Total	47	77	97	683	904

Source: *Cadastro de Estabelecimentos de Ensino Superior - 1976*

This federation combines previously isolated faculties into centers of learning utilizing existing facilities and faculties. It is comprised of a biomedical institution (encompassing schools of nursing, medicine, nutrition and a clinical hospital), an art school, drama school, and a school of human sciences (including library science).

Approximately 60% of all students in higher education in Brazil are enrolled in schools variously described as "isolated institutions", "independent establishments", "isolated faculties", or some combination of these or similar terms. Various words occur in their titles: *escola* (school), *instituto* (institute), *faculdade* (faculty), *centro* (center), *academia* (academy), *conservatorio* (conservatory), *fundação* (foundation), etc. The great number and variety are sometimes confusing to U.S. admissions officers.

The isolated institutions did not develop as alternatives to the universities, but are integral to higher education in Brazil. Some are quite small (e.g. under five hundred enrolled), offer only one or two major fields (e.g. philosophy and letters), have mostly part-time faculty and students, meager facilities, award only undergraduate degrees and have minimal financial support. Others are well-established, have varied programs and large enrollments. The schools of *Fundaçao Getulio Vargas* in São Paulo and Rio de Janeiro are examples of well-regarded isolated institutions.

It is difficult for a person outside Brazil to get accurate information about isolated establishments and to judge their quality. In order to develop a profile of a particular school, the admissions officer might obtain information such as: the date of the school's founding, name of its sponsoring organization, size of enrollment, kinds of courses of study and degrees given, qualifications of faculty and its reputation among knowledgeable academicians in the same geographical area.

In addition to requesting information about an institution from the school itself or the applicant, an admissions officer could write to the Department of University Affairs, Ministry of Education and Culture, Brasília, with specific questions. There are some institutions of higher education not under the Ministry of Education and Culture; in those cases the letter of inquiry should go to the appropriate ministry. Specifically, the *Instituto Militar de Engenharia* is under the *Ministério de Exército* (the army); the *Escola de Formação de Oficiais da Marinha de Guerra* (abbreviated as *Escola Naval*) is under the *Ministério de Marinha* (the navy); the *Instituto Tecnológico da Aeronáutica* is under the *Ministério de Aeronáutica* (air force) and is one of the best engineering schools in Latin America; the *Instituto Rio Branco* is under the *Ministério das Relações Exteriores* (foreign affairs) and, while it gives formal training to prospective diplomats, it does not confer any degrees; and the *Escola de Enfermagem de Manaus* and the *Escola Nacional de Saúde Pública* are under the *Ministério da Saúde* (health).

ENTRANCE EXAMINATIONS

It would be impossible to discuss higher education in Brazil without a consideration of the importance of the entrance examination, *concurso vestibular*, also referred to as, simply, *vestibular*. A consideration of the *vestibular* requires mention of the *cursinhos* (literal translation: little courses), sometimes referred to as the *cursos pre-vestibulares*. Finally, any consideration of the Brazilian *vestibular* must include comment on the significant changes in mechanics and in philosophy that currently are being implemented in regard to the entrance examination.

Tradition

For some time many university-level institutions have not felt that secondary level study generally was of sufficient quality to prepare students adequately for university work. High marks in 2º *grau* did not necessarily mean that a student was qualified. Furthermore, there were far more aspirants than available spaces in institutions of higher education. Thus, exams were devised by the institutions to serve as a basis for selection. School records and other items that might have indicated academic ability and achievement were not heavily relied on, if used at all.

Each program in an institution of higher education required a specific entrance examination, and there was great variation among schools in regard to test content, types of tests, and systems of grading and selecting applicants. There was little or no government regulation.

A student determined to make a try for higher education has had two choices upon completion of 2º *grau*: to try the entrance examinations at once, or to spend another year (usually in a *cursinho*) preparing for the

exams. Those wanting to register for the *vestibular* presented evidence of completion of secondary education to the school (or schools) they wished to attend and paid the necessary inscription fees. No legal limits were set on these fees, and amounts varied with the individual schools and programs. Often an inscription fee would represent an amount equal to one-half the monthly minimum wage.

During this process there was little contact between the aspiring student and the school he was trying to enter. Examination schedules were posted or they appeared in the local newspaper. The student arriving to take the test (often scheduled for a large central area, such as a soccer stadium), frequently found that the testing conditions were far from ideal, that is, there were poor lighting, crowded, inadequate writing facilities, etc. Students taking the test for the first time were always joined by many repeaters, those who had failed previously and were returning for another attempt. Test results and names of those who had passed appeared in the newspapers.

Candidates took examinations for admission to one major course of study, thereby limiting eventual career choices. Often the examinations and the circumstances surrounding the entire examination process created considerable anxiety and fear. Arbitrary and predetermined scores were established as cut-off levels. These cut-off scores resulted in situations where there were more passing scores than there were openings in the various schools. The candidates who had passed the examination, but who were denied admission because of the lack of enough openings, were called *excedentes*. A not unusual reaction to this problem was the attempt to make the examination even more difficult; items on the exams were even less related than formerly to what students had studied in 2º *grau*. "Failure" rates in urban areas were especially high because of greater competition for available places.

Cursinhos

The extreme competition caused by the *vestibular* naturally caused the instigation of preparatory courses, called *cursinhos*. Schools offering such courses are privately owned and operated and, although they are not officially a part of either the secondary or tertiary system of education, they have had considerable impact on both. The term *"cursinho"* is used by Brazilians to refer both to the courses of study and to the schools themselves.

Frequently condemned, the *cursinhos* nevertheless are widely used. Their proponents claim that education rather than training is the goal of the *cursinhos*, while their opponents condemn them as nothing more than commercialized "cram sessions." Teachers who work in the *cursinhos* are college students, university professors and public and private school teachers who are working in a part-time capacity for the *cursinhos*. In general, pay is better than that received in the formal school system. Instructors are evaluated by their students. They are supposed to have a firm command of their subject matter and, in addition, are supposed to know how to teach. Those who do not (at least in the view of the evaluating students who are paying for instruction) are relieved of their positions. Fees vary and can depend on a number of factors: the prestige of the organization, the intensity of competition in the academic area for which the courses are being offered (medicine, for example), and even the geographic location where the courses are offered within a city. Competition among *cursinhos* is often keen.

Prior to 1964 a number of private secondary schools sent their students to the *cursinhos* part-time. When this practice was prohibited by the federal government in 1964, some of the private schools reacted by bringing *cursinhos* into the private schools themselves, where the courses of the *cursinhos* came to substitute for the last year of the schools' curricula. In 1966 a sort of compromise was worked out between private schools and the government, whereby some of them were allowed to send students in their final year of study to the *cursinhos*, provided the distance involved was not great.

Although totally unofficial, for a majority of Brazilian youth the *cursinhos* represent an integral part of the educational system, and certainly of the entrance examinations themselves. U.S. admissions officers should be aware of this situation and not assume that attendance at a *cursinho* represents college level work, nor should they assume it always to be an integral part of 2º *grau*.

Current Trends in the New Examination System

In the last few years there has been considerable fluctuation and experimentation in regard to the *vestibular*. At one point the Department of University Affairs of the Ministry of Education and Culture wanted a tight central control over the *vestibular*. Institutions within a certain geographic region were asked to develop a common exam to replace the uncoordinated system of decentralized testings by individual faculties. The entire operation of preparing examinations, registering candidates, administering tests, scoring tests, and reporting results, was to be done by a central agency in a region, not by each institution and faculty separately. Such a system would enable students to sit for one set of exams for a number of different programs at several different institutions with consequent saving of time, money and effort. A centralized testing system also would enable the collection of important data for use in future planning and research.

Several strong efforts at centralized testing were made, notably in Rio, São Paulo and Recife, and with some success. However, while the centralization movement may continue in some areas, regulations to be in effect in 1978 indicate that the government has moved away from efforts to obtain a tight central control over the *vestibular*. Rather, the regulations for 1978 allow individual schools of higher education considerable flexibility and autonomy in the construction, administration and scoring of their individual *vestibulares*.

The emphasis now is on the nature of the tests and the testing environment. Legislation requires that the entrance examination be related to (and not surpass the difficulty of) the core courses of 2º *grau*. These subjects are social studies, language, science and mathematics,

and all are to be reflected in the examinations. If different areas of the institution wish to place more emphasis on certain subjects in the examination, this can be done by assigning different weight to these scores when combining the overall scores into a final one. Legislative recommendations for test construction include: using objective tests; transforming of test scores into standard scores; and avoiding questions requiring sheer memorization. Beginning in 1978, all entrance examinations given in Brazil must include a section on Portuguese composition.

All candidates are to take the tests under conditions as nearly equal as possible. Normally no more than two tests are to be given in one day, and applicants are to be informed well in advance as to which tests are to be offered on which days. Each applicant is expected to have access to a booklet of information that contains questions from earlier examinations, sample answer sheets, along with general information as to dates, types of questions, methods of answering, and an explanation of the scoring process.

Students also may list several choices, in rank order, of fields they wish to enter. If exam scores are not high enough to win a place in the first-choice field, they might be sufficient to gain entrance into the second or third. While this new mechanism opens more options to students, it also forces some students to enter fields they really do not want to pursue.

Attempts to coordinate efforts and to update procedures in regard to the *vestibular* and the admission process are now under way in Brazil. There are many problems, not the least of which is the scarcity of trained measurement personnel in the country. Schools of education are beginning to move into the field by setting up departments of educational research, and measurement and evaluation. However, at the present time even the specialized testing institutions which have the responsibility for producing entrance examinations find it difficult to recruit personnel trained and experienced in the area of measurement. Although the problems of trying to change the traditional *vestibular* may now be many, so are the advantages offered by an updated system, and so are the opportunities and possibilities that such a system seems to offer for the future.

CALENDAR

The school year normally runs from March through November. The academic year is divided into two semesters with some institutions offering courses during a summer term (January and February). Some schools, especially those located in urban areas and with large enrollments, offer three shifts of classes each day—in the morning, afternoon and evening. Numerous holidays, both national and religious, are observed and generally time is set aside at the end of each term for examinations. The amount of time for each semester in Brazil is about the same as the typical semester in U.S. institutions.

UNDERGRADUATE EDUCATION*

***In Brazil the term in Portuguese for undergraduate work is graduação; graduate work is known as pos-graduação.**

The undergraduate student gains a place in an institution of higher education through the *vestibular*. The number of places in each field is predetermined. The number of applicants requesting each course of study greatly exceeds the number of openings. Therefore students may be admitted not to their first choice either of institution or of study, but rather to their third or fourth choice of institution and of study. Formerly law was considered the most prestigious field of study. Today among the most popular fields are engineering and medicine.

The Ministry of Education and Culture requires that all students will take first the basic cycle (*1º ciclo de estudos* or *1º ciclo geral*), either in the area of humanities or of science. This relatively new requirement is only gradually being implemented in institutions in Brazil. The basic cycle is designed to fill in gaps in knowledge, as evidenced by the *vestibular*; give career orientation; teach basic knowledge for the proposed major field of study; and provide general cultural background.

In the humanities area, all students must take courses in scientific methodology, Portuguese language, a foreign language, and physical education, in addition to the basic courses in the chosen field. Requirements in the science area include first-year calculus, introductory physics, general chemistry, physical education, plus the required basic courses in the field.

Following the basic cycle, the student enters the professional cycle of undergraduate courses (*ciclo profissional do cursos de graduação*). This cycle presents a number of required courses, plus the choice of certain optional courses in the field. The total number of credits required for the degree are stated for every field and differ widely among fields. Little time is allowed for electives in other fields, and such diversified study seems not to be encouraged. The concentration on the chosen degree program requirements is more intense than in most U.S. departments.

Programs of study lead either to the *bacharel* or *licenciado* (or both), or to a professional title, e.g. *engenheiro, médico, contador,* etc. The *licenciado* is offered only in fields where a student might wish to undertake secondary or tertiary level teaching. In departments where both degrees are offered the *bacharel* is normally taken by those not considering a teaching career. The *bacharel* is considered the most prestigious degree. The program of study, which is called the *licenciatura,* substitutes a number of pedagogical course requirements for some of the optional requirements of the *bacharel* program. It is quite common for a student to complete both degrees simultaneously. The work for both is entirely at the undergraduate level, and the presentation of two degrees should not be considered as a basis for awarding any U.S. graduate credit.

The normal full-time course load would be six to seven courses; the minimum course load permitted is two. Failure of courses is fairly routine; in the basic

cycle a failure rate of up to 50% is common; in the professional cycle, failure rates of up to 30% in individual courses are not uncommon. The student may repeat a course twice. There is no stigma to failing a course. (See section on "Grading System" for further information.)

The Federal Council of Education has established the length of degree programs, specifying for most areas a minimum number of years of study and a maximum number of years permitted to complete the course. The latter provision is testimony to the presence in tertiary institutions of many students who are studying for a degree in a part-time capacity while working full-time to support themselves. Some outstanding, full-time students do complete a course in the minimum number of years. If the *bacharel, licenciado* or comparable professional title has been awarded, it can be assumed that all degree requirements have been met, and the number of years taken to complete the program are not of significance.

Courses are taught in Portuguese, although many references and textbooks are in English or Spanish. It is up to the student to obtain the necessary reading knowledge of the foreign language. English is not a required course. Incentives are offered to professors to translate foreign texts into Portuguese.

Catalogs are available from some institutions, but are not readily obtainable. The student probably will be able to provide an official description of the course requirements of a particular program.

GRADUATE EDUCATION*

***In Brazil the term in Portuguese for undergraduate work is graduação; graduate work is known as pos-graduação.**

Graduate education in Brazil is a recent development. Prior to 1960 few programs were offered and most were developed haphazardly. A group of professors would start a program or some industry or business would finance a study, but these programs were not directly a part of an institutional structure, nor were they based on sound financing. As a result, such programs lacked permanence, and nearly always were doomed from the beginning.

Graduate programs were formally included as an integral part of the Brazilian educational structure by "The Law of Directives and Bases of National Education" of 1962.

Two basic types of graduate studies are available, *sensu stricto* and *sensu lato*. *Sensu stricto* (strict sense) is the study in programs leading to the advanced degrees of master *(mestre)* and doctorate *(doutor)*. *Sensu lato* (wide sense) indicates any post-bachelor's specialization courses. On completion of the latter, a certificate is usually given, but Brazilian universities do not regularly grant any graduate credit for such courses.

The National Council of Graduate Studies (*Conselho Nacional de Pos-Graduação*) is preparing a series of pamphlets on the different programs offered. To date, booklets are available on education, exact sciences, mathematics, information science, computer science, statistics, law, linguistics and languages, and chemistry. These booklets describe the details of entrance and course requirements, the courses offered, and the qualifications of the teaching staff. Additional publications are expected to cover all fields of graduate education offered. All may be obtained by writing:

CAPES, Setor de Autarquias Sul,
Quadra 6, Lote 4 - Bloco "L"
70,000 Brasília, D.F. Brazil

The National Council of Graduate Studies was created in 1974 to guide the development of graduate studies in Brazil. The Council has established a one year minimum period of study for the full-time student seeking the master's degree; a part-time student may take as long as five years. A minimum time period of two additional years has been established for those seeking the doctorate. Students pursuing either degree must complete a specified number of courses, take comprehensive examinations, and present a research thesis.

The master's thesis (*tese* or *dissertação*) must demonstrate the student's proficiency in regard to the topic chosen, as well as the student's capacity to organize the material. Great latitude is permitted in the amount of time allowed for the completion of the thesis. The research requirements for the master's degree may often be more rigorous than those at many U.S. institutions.

Graduate programs may request authorization and recognition by the Federal Council of Education. This recognition constitutes official approval of the quality of the program. In 1976, official Brazilian statistics indicated that 490 master's level programs and 183 doctoral programs had been recognized. The request for governmental recognition is not mandatory at the graduate level, as it is on the undergraduate level. However, only degrees received from recognized programs are legally accepted in Brazil.

Entrance to graduate programs requires a *bacharel*, a *licenciado* or an equivalent professional title which must be presented along with an acceptable grade average from the undergraduate level. Most areas of study require an entrance examination in addition to the above. Many programs require proof of a reading knowledge of English. Competition for places is very rigorous. Certain programs, for instance economics and business administration, have a unified selection examination.

Graduate students are often part-time students, particulary during the time they are completing their theses. Many are professors from the same or other universities who wish an advanced degree. The attrition rate for doctoral study in technological programs is very high, due to the considerable length of time required to earn the advanced degree, and also to the fact that excellent opportunities for employment are available in the Brazilian economy, even for those who have not completed their degree requirements.

Several graduate programs have already established solid reputations. Notable ones include the program at the *Instituto de Matemática Pura e Aplicada* (IMPA) in Rio de Janeiro; the economics, physics, and naval engineering programs at the *Universidade de São Paulo*; the engineering and bio-physics programs under COPPE (*Coordenação dos Programas Pos-Graduações*

de Engenheiro) at *Universidade Federal de Rio de Janeiro*; the linguistics and physics programs at *Universidade de Campinas*; and the agricultural programs at the *Universidade Federal de Vicosa* and the *Universidade Federal Rio Grande do Sul*.

The faculty of graduate programs often include holders of doctorates from the United States and Europe. (See section on "Faculty" which follows.) Library facilities, while still far from being as extensive as those found in many U.S. institutions, are being expanded. Laboratory facilities appear to be fairly adequate. One drawback is the difficulty of obtaining research equipment, much of which must be imported.

Doctoral programs for academic degrees (as opposed to those for medical and dental degrees) are a relatively recent phenomenon in Brazil. They are slowly being developed, but there are great qualitative differences among the various programs; poorer regions of the country may simply lack adequate finances to support highly trained faculty, libraries, research activities, etc. There has been a concerted effort by MEC and other government ministries to send people abroad (England, France, Germany and the United States, mainly) for doctoral studies, but there still is a serious shortage of personnel who hold the highest academic degree and who are willing to devote all or most of their time to teaching and research within the universities. Business competes for their talents with higher salaries. Still, there are some programs with sufficient full-time faculty who are well-educated themselves and who are making contributions to their fields internationally; programs that have good research and library facilities and which hold their doctoral students to exacting standards; programs that might be compared with high-caliber doctoral programs in other parts of the world. Persons holding the Brazilian *doutor* should be assessed on their individual merits; it would be premature to offer a general judgment about all programs.

CREDIT SYSTEM

Prior to the educational reform laws, all classes in higher education were based on the academic year. Each field of study had a required list of courses that were needed to complete the degree program. If the student failed a course, he was given an opportunity to retake the final examination; however, failure to pass at the second opportunity necessitated retaking the course for the entire year.

Since 1971, federal regulations provide that each tertiary institution must go on the semester-credit system. Many institutions are now using this system; however, admissions officers will still see records from schools that have not yet implemented the change to the semester credit system. Under this new system, each course carries a fixed number of credits and is completed in one semester. The weight attached to each class and laboratory hour varies with the institution; generally each class hour equals one credit; laboratory credits may vary with one laboratory hour equaling one credit, or two laboratory hours equaling one credit. The total number of credits carried per semester varies with the institution and the degree requirement. In all cases, however, a full-time student will carry more credits per semester than would be found in a U.S. institution; generally the average load will be between 25-35 credit hours per semester. This higher class hour load occurs because insufficient textbooks and inadequate libraries make it necessary to have more time in class. Each university sets a required minimum and maximum load that a student may carry each semester.

The adoption of the semester-credit system has provided the student with a flexibility in his program of study that was not possible under the previous system. It is now possible to change one's field of study, and, if applicable, have previous credit apply to the new area. It is also possible to transfer between institutions, and if appropriate, receive credit for work completed at the first school.

GRADING SYSTEM

The reform law, which mandates that each institution must adopt the semester-credit system, also requires that students attend at least 75% of the classes of a given course in order to take the final examination. It also gives each university, among other things, autonomy in its system of grading. Thus, currently, there are many grading scales in use in Brazil. Many institutions still use the old 0-10 system with variations; others are using ones with marked similarity to those used in the U.S. Grading scales may even vary within one institution. Another difference is the average required for graduation. One institution may allow the degree to be awarded with the lowest passing average, while another may not. Examples of this difference are: (1) A = 5; B = 4; C = 3; an overall average of 3.2 is required to graduate; or (2) A = 8—10; B = 6—8 C = 4—6; D = 0—4; an overall average of 5 is required to graduate. Thus, it is essential that the admissions officer request a scale for the institution involved, if it does not already appear on the transcript.

The final grade, given satisfactory attendance, is determined by the quality of work during the semester (or if the institution has not yet adopted the semester-credit system, the year) as well as the final examination. Under the old 0-10 system, it was common practice to excuse from the final examinations those students who had maintained an average of seven or better during the course period. Some institutions continue this practice.

Provision is made for the failure of courses. However, with so many systems, only generalities can be made. Many institutions follow the system of allowing two failures per semester; when more than two failures occur, the student is required to withdraw. To re-enter, he must retake the *vestibular*. However, some institutions may permit the student to remain enrolled in spite of a large number of failures if special conditions warrant this consideration.

Grading is fairly severe; the top grades are awarded to relatively few, and the failure rate in a given course is high. Institutions visited by workshop participants reported that the failure rate in a class would generally run between 10-30%. Social sciences tend to be more generous in grading than the natural sciences. The majority of students receive grades in the "average" range; what is important is to pass the course, not necessarily to achieve a high grade. One factor that

contributes to this apparently low motivation is students' low interest in their major fields. Often the selection process of the *vestibular* forces them into their second or third choices of major field.

Rank may be found on some records; however, with the newer grading systems, it is more common to find an overall average, based on the number of credits per course and the points attached to each grade. These may be designated by such notations as: MGA (*média global accumulada*), relative learning index, and others. They bear a close similarity to the GPA used in U.S. institutions.

Following are examples of grading scales now used in Brazilian institutions. It is by no means an inclusive list; again, the admissions officer is urged to locate the scale used by the institution involved. If it is not on the transcript, the student can supply it.

GRADING SCALES

(1) 0 — 10 scale

(a)

9 — 10	*Excelente*	(Excellent)
7 — 8.9	*Bom*	(Good)
5 — 6.9	*Regular*	(Average)
3 — 4.9	*Insuficiente*	(Below average)
0 — 2.9	*Deficiente*	(Fail)

Average of 5 required to receive the degree.

(b) 0 — 10 scale with 6 as minimum passing.

(c) 0 — 10 scale with 7 as minimum passing. This is more common in graduate (*pos-graduação*) education.

(2) A, B, C, D scale

(a)

A = *Excelente*	(Excellent)	4 Grade points
B = *Bom*	(Good)	3 " "
C = *Regular*	(Average)	2 " "
D = *Insuficiente*	(Below average)	1 " "
E = *Reprovado*	(Fail)	0 " "
M = *Matrícula cancelada*	(Registration dropped)	
T = *Transferido*	(Transfer credit)	

(b)

A = 90 — 100	*Excelente*	(Excellent)
B = 75 — 89	*Bom*	(Good)
C = 60 — 74	*Regular*	(Average)
D = 50 — 59	*Sofrivél*	(Below average)
I = 0 — 49	*Insuficiente*	(Fail)
S =	*Abandonó com aproveitamento*	(Withdrew in good standing)

(c)

A = *Excelente*	(Excellent)	4 Grade points
B = *Médio superior*	(Above average)	3 " "
C = *Médio*	(Average)	2 " "
D = *Médio inferior*	(Below average)	1 " "
E = *Insuficiente*	(Fail)	0 " "
F = *Incompleto*	(Incomplete)	
J = *Abandonó justificado*	(Withdrew in good standing)	

(d)

A = *Excelente*	90 — 100	(Excellent)	4 Grade points
B = *Bom*	75 — 89	(Good)	3 " "
C = *Regular*	60 — 74	(Average)	2 " "
D = *Deficiente*	50 — 59	(Below average)	1 " "
E = *Insuficiente*	0 — 49	(Fail)	0 " "
I = *Incompleto*		(Incomplete)	
J = *Canc. de Insc. em disc.*		(Cancellation of course)	
K = *Trancamento*		(Withdrawal)	
T = *Transferência ou aproveitamento de créditos*		(Transfer of credits)	

(e)

A = 9.0 — 10.0	*Excelente*	(Excellent)
B = 7.5 — 8.9	*Muito bom*	(Very good)
C = 6.0 — 7.4	*Bom*	(Good)
D = 5.0 — 5.9	*Regular*	(Average)
R = 0.0 — 4.9	*Deficiente*	(Fail)

D or average of 5.0 required to graduate.

(f)

A = 8 — 10	*Excelente*	(Excellent)
B = 6 — 7.9	*Bom*	(Good)
C = 4 — 5.9	*Regular*	(Average)
D = 0 — 3.9	*Insuficiente*	(Fail)

Average of 5 required to graduate

(g)

A = *Excelente*	(Excellent)	3 Grade points
B = *Muito bom*	(Very good)	2 " "
C = *Regular*	(Average)	1 " "
D = *Insuficiente*	(Fail)	0 " "

This scale is for *pos-graduação* work only in one university.

(3) Other scales

(a)

E = *Excelente*	(Excellent)	5 Grade points
B = *Bom*	(Good)	4 " "
R = *Regular*	(Average)	3 " "
I = *Insuficiente*	(Below average)	2 " "
M = *Mau*	(Fail)	1 " "
S = *Sem rendimento*	(Fail)	0 " "

Passing average is R or 3.00

(b)

SS = 10.0	*Superior*	(Superior)	5 Grade points
MS = 7.0 — 8.9	*Médio superior*	(Above average)	4 " "
MM = 5.0 — 6.9	*Médio*	(Average)	3 " "
MI = 3.0 — 4.9	*Médio inferior*	(Below average)	2 " "
II = 0.1 — 2.9	*Inferior*	(Fail)	1 " "
SR	*Sem rendimento*	(Fail)	0 " "
CC	*Crédito conceido*	(Credit granted)	

Overall grade point average of 3.2 (out of 5) required to graduate.

CERTIFICATES, DEGREES AND TITLES

Undergraduate

Bacharel (also seen as *bacharelado*) — The degree awarded upon completion of a degree program at the level of higher education. The *bacharel* may be considered comparable in level to the U.S. bachelor's degree.

Licenciado (may be seen as *licenciatura*) — The degree awarded upon completion of a degree program at the first level of higher education when the program includes courses which qualify the degree holder to teach. The *licenciado* is often a first degree. However, a student may study for the *bacharel* in a given discipline while simultaneously taking additional courses to qualify as a teacher and receive both the *bacharel* and the *licenciado* at the same time. In such cases, however, the *licenciado* is still considered a first-level, undergraduate degree and comparable in level to the U.S. bachelor's degree. By law, 2º *grau* and university teachers are required to hold at least the *licenciado*, meaning that they have followed the complete *licenciatura* curriculum, rather than a shortened version. The former is called *licenciatura plena* (full *licenciatura*). The short version is offered by many universities, is of two or three years' duration beyond secondary school and is designed to train teachers for the upper level of 1º *grau*. The curriculum is called the *licenciatura de primeiro grau* or *licenciatura curta* (short *licenciatura*); it is not equivalent to the full *licenciado*.

Arquiteto (Architect)
Contador (Accountant)
Economista (Economist)
Engenheiro (Engineer)
Veterinario (Veterinarian)
(These are five of the most common titles granted. The others are identified in the glossary.)

In many disciplines a *título* (title) is awarded to denote completion of a degree program at the first level of higher education. For example, the title of *engenheiro* denotes completion of the first-level, undergraduate degree program in engineering. The specialty within the discipline may also be indicated by the title, such as *engenheiro elétrico* (electrical engineer) or *enfermeira de sáude pública* (public health nurse). These titles may be considered to be comparable in level to the U.S. bachelor's degree.

Doutor em Medicina (Doctor in Medicine)

The degree awarded upon completion of the six-year program in medicine at the first level of higher education. A student enters the medical training program directly from 2º *grau*. Following a two-year basic cycle, the student completes a three-year program in clinical sciences and a one or two-year internship.

Doutor or *Bacharel em Odontologia* (Doctor or Bachelor in Dentistry)

The degree awarded upon completion of the four-year program in dentistry at the first level of higher education. A student enters the dental training program directly from 2º *grau*. These degrees are equivalent.

Aperfeiçoamento

Not a degree. In many disciplines, *aperfeiçoamento* (literally, "perfecting" or "improvement") programs are offered to provide additional training beyond the first-level degree. These programs are usually of a professional nature and usually at least 180 hours in length. A certificate may be awarded to denote completion of these improvement courses. Even though a first degree (*bacharel, licenciado, engenheiro,* etc.) may be required for entrance into such programs, this "post-baccalaureate" work is not considered to be a part of a graduate program in Brazil.

Especializacao

Not a degree. *Especialização* (literally, "specialization") programs are similar to *aperfeiçoamento* programs described above, except such programs usually require a minimum of 360 hours after the attainment of the *bacharel, licenciado,* or other first-level degree or title such as the *engenheiro*. A certificate may be awarded to denote completion of these specialization courses; however, this "post-baccalaureate" work is not considered to be part of a graduate program in Brazil.

Graduate

Certificado de Conclusão de Residencia Medica

Not a degree. A certificate awarded to denote completion of a residency program of one or two years at the graduate level in medical sciences. The *doutor em medicina* is required for entrance to such programs, as well as an examination. Although this certificate is not a graduate degree, the work in these programs is considered to be at the graduate level. Two years of training beyond the certificate are required to earn the *mestre*, and three years beyond the certificate are required for the *doutor*.

Mestre (also seen as *mestrado*)

The degree awarded upon completion of a degree program at the first graduate level. The Federal Council of Education has established a one-year minimum period beyond the *bacharel, licenciado* or other first-level title or degree for programs leading to the *mestre*. The *mestre* may be considered comparable in level to the U.S. master's degree.

Doutor (also seen as *doutorado*)

The degree awarded upon completion of a degree program in higher education beyond the *mestre*. The Federal Council of Education has established a minimum of two additional years' study beyond the *mestre* for programs leading to the *doutor*. A thesis and examination are required. The amount of original research involved will vary by program and by institution.
In 1972-74 a number of Brazilian universities awarded doctoral degrees to their own professors on the basis of the presentation and defense of an original research thesis, but without the coursework and comprehensive examinations normally required for the degree. In such cases, American universities might consider the candidate as having reached the equivalent of a master's degree; an examination of the thesis would be requisite to admitting such a candidate to an American doctoral program.

TRANSCRIPTS

Any discussion of documentation showing the record of a student and the diplomas received is subject to considerable generalization. Transcripts and diplomas from Brazilian institutions have little, if any, commonality. They vary considerably in format with a few beginning to be computer generated. In fact, documents from a single institution may vary, depending on the program of study involved and/or the diploma awarded. In any event, documentation in the form of a transcript *(histórico escolar)* is readily available from the *secretária geral de cursos* (loosely translated as registrar), or from other administrative officials; applicants should have little difficulty in furnishing these records.

In most instances, the applicant should be required to submit both the original transcripts and the diploma received in the official language (Portuguese). If the institution in the U.S. wishes translated documents, it should be noted that such documents are costly to the student and often inaccurately translated. Careful comparison between the original and the translated documents is advised.

It should also be noted that since diplomas must be registered with the Ministry of Education and Culture, in many instances, a long period of time may elapse until the student finally comes into possession of the document. If the admissions officer desires to ascertain that the student has, in fact, graduated, and the information does not appear on the *histórico escolar*, an attestation to this effect can be obtained by the student from the *secretária geral de cursos*.

The law does not state whether or not the transcript must show courses failed. However, it is common practice in most universities to show all information, such as courses attended, grades received, total number of hours for the course, attendance, failures and withdrawals. In some cases the *vestibular* grades will also be listed. Admissions officers should be aware that these are the results of the admissions examination and do not warrant any advanced standing.

In some institutions, however, it is possible for the student to receive from his institution a transcript that does not show the courses failed; this is known as an "analytical" transcript. The entire record (syntactical), however, must be recorded with the Ministry of Education and Culture. If there is concern about a record submitted, the admissions officer can write to the Ministry for verification.

A few sample transcripts and diplomas are included on the following pages to acquaint the user with the actual documents.

FACULTY

With the tremendous growth in educational programs in Brazil, the largest single problem is that of adequately trained faculty. Under the old system, few faculty members held advanced degrees. Those who chose a university teaching career had to acquire the following degrees in order to be eligible to be a candidate for a full professorship (*catedrático*): *bacharel, doutor* and *livre docente*, the latter a degree now rarely conferred. The *livre docente* required an original thesis and several days of public examination of the candidate's teaching methods, a written test and defense of a thesis. Most federal universities have abolished the *livre docencia* (free teaching) degree; exceptionally, the University of São Paulo continues to make it a requirement for advancement in a teaching career.

With the new system, faculty ladders similar to those in use in the U.S. have been instigated. The various categories are as follows:

Auxiliar de Ensino (Teaching Assistant) -This is the entering rank. Holders must have the equivalent of a first level undergraduate degree (*bacharel, licenciado* or a professional title). They must remain at this rank for at least two years and no more than four years and must also be employed full-time. A public examination is taken to proceed to the next rank.

Assistente Professor (Assistant Professor) - This rank requires the *mestre* degree and the passing of an elaborate public examination.

Adjunto Professor (Adjunct Professor) - This rank requires the *doutor* degree and the passing of another special examination.

Professor Títular (Titled, Full Professor) - The highest rank; formerly the *catedratico* position.

With the exception of the *auxiliar de ensino* rank, faculty may be employed either part or full-time. Contracts stipulate different work regimes: 12 hours, 24 hours, 40 hours a week without exclusive dedication, or 40 hours with exclusive dedication to teaching and research. In addition to these faculty ranks, the title of *colaborador* occurs. It indicates a non-permanent appointee who is not eligible for a regular appointment.

In 1974, the government initiated a formal plan, Institutional Program for the Training of University Teachers (PICD—*Plano Institucional de Capacitação de Docentes*), which has as its main objective the upgrading of faculty in tertiary level institutions both public and private. It is under the administration of CAPES which provides scholarships for faculty to take advanced degree programs, and funds for an institution to replace teaching personnel while they are on leave undertaking graduate study. The graduate level program must be taken in Brazil if it is available. If unavailable in Brazil, master or doctoral level degree programs may be pursued in other countries. The selection of CAPES funded students is rigorous and competitive. A U.S. institution which receives an application from such a person can be assured that he or she has been selected from among the very best.

In terms of academic qualifications, which will be the principal indicator of PICD's accomplishments, the developments illustrated in Table 3 may be anticipated in the profile of teaching staff in institutions of higher education.

A number of U.S. institutions are also involved in programs with various Brazilian institutions; these too, have the upgrading of Brazilian faculty as their main objective. The U.S. institution generally does this through providing consultants and/or visiting professors to their Brazilian counterparts.

UNIVERSIDADE CATÓLICA DE MINAS GERAIS

SERVIÇO DE ENSINO

HISTÓRICO ESCOLAR

CURSO ENGENHARIA ELÉTRICA
UNIDADE Instituto Politécnico

Número
Nome
Filiação
Natural de Belo Horizonte Estado Minas Gerais
Nacionalidade brasileira
Data de nascimento 01/04/1951

DOCUMENTO MILITAR

Tipo C.D.I. Nº [illegible] Classe 11ª Região 4ª
Órgão Expedidor Ministério do Exército Estado MG

CURSO DE 1º e 2º GRAUS

1º Grau
Estabelecimento Instituto Municipal de administração e C.Contábeis
Cidade Belo Horizonte Estado MG Ano de Conclusão 1967

2º Grau
Estabelecimento Instituto Municipal de Administração e C.Contábeis
Cidade Belo Horizonte Estado MG Ano de Conclusão 1970

DIPLOMA PROFISSIONAL

Natureza Nº de Registro
Repartição de Registro Estado

FORMA DE ADMISSÃO

Concurso Vestibular — 1º semestre de 19 71

Disciplinas	Resultado
1 - Português	16
2 - Língua	9
3 - Matemática	87
4 - Física	75
5 - Desenho	44
6 -	
7 -	
8 -	

Resultado Final 231 Classificação 112

Outra Data

M

CURSO SUPERIOR

HISTÓRICO ESCOLAR DA:

CURSO DE ENGENHARIA ELÉTRICA

HABILITAÇÃO(ÕES):

Semestre	Ano Letivo	DISCIPLINAS Denominação	Carga Horária	Créditos	Resultado final (Pontos) 1ª Época	2ª Época
1º	1971	Matemática I	112,5	6		66,00
		Matemática II	90,0	5	69,30	
		Desenho Técnico B	135,0	7	67,00	
		Química A	67,5	4		62,50
		Inglês Técnico I (Optativa)	45,0	1	73,10	
2º	1971	Matemática III	112,5	6	65,00	
		Eletrotécnica Geral A	135,0	7	62,00	
		Física Geral	135,0	7	63,00	
		Iniciação Filosófica	67,5	2	61,00	
1º	1972	Matemática IV	90,0	5	93,00	
		Materiais Elétricos	67,5	4	69,00	
		Estática e Dinâmica	67,5	4	67,00	
		Circuitos Elétricos, Eletromagnetismo I	135,0	7		70,00
		Inglês Técnico II (Optativa)	45,0	1	81,70	
2º	1972	Estatística	67,0	4	75,00	
		Matemática V	90,0	5	72,00	
		Medidas Elétricas	112,5	6	80,00	
		Mecânica dos Fluidos B	67,5	4		66,00
		Inglês Técnico III (Optativa)	45,0	1	85,00	
1º	1973	Complementos de Física	90,0	5	62,00	
		Conversão Eletromecânica da Energia I	157,5	9	65,20	
		Resistência dos Materiais C	90,0	5	86,70	
2º	1973	Circuitos Elétricos, Eletromagnetismo II	112,5	6	75,00	
		Conversão Eletromecânica da Energia II	135,0	7	67,00	
		Eletrônica Industrial I - Fundamentos	135,0	7	75,00	
1º	1974	Geração, Transmissão e Distribuição da Energia Elétrica I	112,5	6	70,00	
		Conversão Eletromecânica da Energia III	112,5	6	85,00	
		Eletrônica Industrial II - Aplicações	90,0	5	77,00	
		Cultura Religiosa I	45,0	3	90,00	
2º	1974	Geração, Transmissão e Distribuição da Energia Elétrica II	135,0	7	66,00	
		Eletrotécnica Aplicada I	135,0	7	86,50	
		Eletrônica III - Comunicações e Servomecanismos	135,0	7	92,50	
1º	1975	Organização Industrial I	90,0	5	96,00	
		Direito e Legislação	67,5	4	92,00	
		Eletrotécnica Aplicada II	135,0	7	73,50	
		Máquinas Térmicas C	90,0	5	73,00	
		Máquinas Hidráulicas B	90,0	5	83,50	
		Estudo de Problemas Brasileiros I	22,5	1	91,00	
2º	1975	Centrais Elétricas A	135,0	7	74,00	
		Economia	90,0	6	90,00	
		Organização Industrial II	135,0	7	85,50	
		Estudo de Problemas Brasileiros II	45,0	3	100,00	
		Cultura Religiosa II	45,0	3	90,00	

M

ANOTAÇÕES

(Transferência, adaptações, trancamento de matrícula)

HISTÓRICO ESCOLAR DA:

INSTITUTO POLITÉCNICO - UCMG
ENGENHARIA MECÂNICA
ENGENHARIA ELÉTRICA
REC. MEC. Nº 58.900 - 17/08/66

Data da Colação de Grau 13/12/1975

Data da Expedição do Diploma 13/12/1975

Belo Horizonte, 19 de setembro de 19 77

Geraldo Marcio Guimarães
Chefe do Serviço de Ensino

Djalma Francisco Carvalho
Diretor

lps.

Sample of a three page undergraduate university transcript (histórico escolar).

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FACULDADE DE DIREITO DA UNIVERSIDADE DE SÃO PAULO

nº 30,de 13.1.1969 HISTÓRICO ESCOLAR

Nome: .....

Filiação: .....

Data do nascimento: 26 de abril de 1946 Local: São José do Rio Pardo-Estado de São Paulo.

Nacionalidade: Brasileira.

SERVIÇO MILITAR

Documento apresentado: Carta Patente (Decreto 52.711,de 21.10.63)

Repartição expedidora: Ministério da Guerra

Data da expedição: 26-7-1967

CURSO SECUNDARIO

1.º CICLO

Estabelecimento: Colégio Estadual e Escola Normal Professora Fernando de Magalhães. Sede: Casanda - Estado de São Paulo.

Data da conclusão: 1960

2.º CICLO

Estabelecimento: Instituto de Educação "Euclides da Cunha" Sede: São José do Rio Pardo-Estado de São Paulo

Data da conclusão: 1963

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Another sample of an undergraduate university transcript *(histórico escolar)* for a student who was in school 1964—1968, front side.

FACULDADE DE DIREITO DA UNIVERSIDADE DE SÃO PAULO

HISTÓRICO ESCOLAR

BACHAREL: .....

CONCURSO DE HABILITAÇÃO - ANO LETIVO DE: 1964.

DISCIPLINAS	NOTAS DE APROVAÇÃO	MEDIA

Português 6; Psicologia e Lógica 5; História da Civilização 9; Inglês 5.

CURSO DE BACHARELADO

1.º ano - Matriculou-se em 1964.-

Foi Promovido: Introdução à Ciência do Direito, média 9, em 11.3.65
Economia Política, média 8, em 21.2.65
Foi Aprovado: Direito Romano, grau 7, em 21.12.64
Direito Civil, grau 6, em 15.12.64
Teoria Geral do Estado, grau 8, em 14.12.64

2.º ano - Matriculou-se em 1965.-

Foi Aprovado: Direito Civil, grau 6, em 15.12.65
Foi Promovido: Direito Penal, média 6, em 30.12.65
Direito Constitucional, média 7,5, em 28.12.65
Direito Comercial, média 8, em 30.12.65
Ciência das Finanças, média 6, em 21.3.66

3.º ano - Matriculou-se em 1966.-

Foi Promovido: Direito Civil, média 7,5, em 30.12.66
Direito Penal, média 6,5, em 30.12.66
Legislação Social, média 9, em 30.12.66
Direito Financeiro, média 9, em 30.12.66
Foi Aprovado: Direito Comercial, grau 7, em 16.12.66
Direito Judiciário Civil, grau 8, em 22.12.66

4.º ano - Matriculou-se em 1967.-

Foi Aprovado: Direito Civil, grau 8, em 15.12.67
Direito Internacional Público, grau 7, em 29.12.67
Direito Penal, grau 8, em 27.12.67
Foi Promovido: Direito Comercial, média 7,5, em 30.12.67
Direito Judiciário Civil, média 7,5, em 30.12.67
Medicina Legal, média 8,25, em 30.12.67

5.º ano - Matriculou-se em 1968.-

Foi Aprovado: Direito Judiciário Civil, grau 8, em 27.12.68
Filosofia do Direito, grau 8, em 6.1.69
Foi Promovido: Direito Judiciário Penal, média 8, em 18.12.68
Direito Internacional Privado, média 7,5, em 30.12.68
Direito Administrativo, média 7,75, em 30.12.68

Observações: Recebeu o grau de Bacharel em Ciências Jurídicas e Sociais no dia 10 de janeiro de 1969, tendo sido expedido o seu diploma no dia 13 de janeiro de 1969.

Sônia Barbosa
Func. Encarregada

Flávio Mendes
Secretário em exercício

Diretor

Reverse side

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UNIVERSIDADE ESTADUAL DE CAMPINAS

HISTÓRICO ESCOLAR

NOME

PAI

MÃE

PRIMEIRO CICLO

SEGUNDO CICLO Col. Lidon Pestana -São Paulo SP 1971-1973

CONCURSO DE SELEÇÃO Vestibular pela UNICAMP, em 1974 307 pontos

NÚMERO DE MATRÍCULA 740903

DATA NASCIMENTO 20/03/1952

NACIONALIDADE Nipônica

IDENTIDADE 6.487.113

TÍTULO DE ELEITOR

CENTRO MILITAR

ÁREA DE ESTUDOS Ciências

CURSO PROFISSIONAL Engenharia Elétrica

TÍTULO OBTIDO

DATA COLAÇÃO GRAU

AUTENTICAÇÃO

1º Semestre de 1974

MA101	Cálculo Diferencial e Integral I	5,0
MA141	Geometria Analítica e Vetores	5,0
F 101	Física Geral I	5,8
F 102	Física Geral e Experimental I	7,0
[illegible] 103	Química Geral	6,5
[illegible] 104	Química Geral e Experimental	7,0
PB101	Estudo de Problemas Brasileiros	6,0
EF101	Educação Física Desportiva	2 créditos

2º Semestre de 1974

EM211	Geometria Descritiva	9,4
EM212	Desenho Técnico	8,0
F 201	Física Geral II	7,8
F 202	Física Geral e Experimental II	8,5
MA201	Cálculo Diferencial e Integral II	5,4
MC111	Programação de Computadores	8,0
PB201	Estudo de Problemas Brasileiros	8,0
EF201	Educação Física Desportiva	2 créditos

1º Semestre de 1975

EM330	Oficinas I	7,0
EM421	Resistência dos Materiais I	6,0
F 301	Física Geral III	5,6
F 302	Física Geral Experimental III	5,9
F 313	Mecânica Geral	7,3
MA221	Álgebra Linear I	8,2
MA301	Cálculo Diferencial e Integral III	5,0
EF301	Educação Física Desportiva	2 créditos

2º Semestre de 1975

EH412	Termodinâmica	6,1
EM430	Oficinas II	8,0
F 401	Física Geral IV	6,8
F 402	Física Geral Experimental IV	6,9
MA401	Equações Diferenciais Ordinárias	5,3
MA501	Funções de Variável Complexa	6,2
MC411	Cálculo Numérico	6,9
NE391	Estatística Geral	6,0
EF401	Educação Física Desportiva	2 créditos

1º Semestre de 1976

EA614	Lab. Circuitos Elétricos	7,5
EA613	Circuitos Elétricos I	5,2
MA201	Matemática Aplicada	7,1
EE512	Lab. Materiais Elétricos	8,0
EE540	Teoria Eletromagnética I	5,4
EE511	Materiais Elétricos	6,0
EE510	Circuitos Magnéticos	6,0

2º Semestre de 1976

EA617	Intr. Simulação Analógica	8,0
EE613	Lab. de Eletrotécnica	6,0
EA612	Circuitos Elétricos II	5,7
EE616	Dispositivos Eletrônicos I	6,5
EM422	Mecânica dos Fluídos	8,0
ME651	Controle Estatístico de Qualidade	5,9
EA616	Análise Linear de Sistemas	6,0
EE617	Lab. Dispositivos Eletrônicos	6,9
EE612	Eletrotécnica Aplicada	5,7

1º Semestre de 1977

EA752	Lab. Linhas e Filtros	8,3
EA722	Lab. Eletrônica I	7,3
EE721	Circuitos Eletrônica Aplicada I	6,2
EA722	Lab. Controle e Servomec.	7,5
EA772	Circuitos Lógicos	7,7
EA721	Princ. Controle e Servomec.	5,6
EA751	Linhas de Transmissão e Filtros	6,0
EA773	Lab. Circuitos Lógicos	9,5
EE752	Lab. Conversão Eletromecânica	8,0
EE751	Conversão Eletromecânica de Energia	9,2

Another sample of an undergraduate university transcript *(histórico escolar)*.

REPÚBLICA FEDERATIVA DO BRASIL

C G A E

FUNDAÇÃO GETÚLIO VARGAS

ESCOLA DE ADMINISTRAÇÃO DE EMPRESAS DE SÃO PAULO

Eu_____ Diretor da Escola de Administração de Empresas de São Paulo, da Fundação Getúlio Vargas, no exercício de minhas atribuições, faço saber que à vista das aprovações obtidas por

_____

filho de _____ e de _____

nascido em _____ em _____

e por resolução da Congregação, foi-lhe conferido o grau de

BACHAREL EM ADMINISTRAÇÃO

E, para que possa gozar dos direitos e prerrogativas inerentes a êste título, fiz-lhe passar êste diploma nos têrmos do Regimento desta Escola.

São Paulo, ____ de _____ de 19____

O DIRETOR

O INSPETOR FEDERAL

O SECRETÁRIO ESCOLAR

O DIPLOMADO

Sample of an undergraduate diploma (bachelor's in administration).

REPÚBLICA FEDERATIVA DO BRASIL

UNIVERSIDADE DE SÃO PAULO

O Reitor da Universidade de São Paulo confere à Senhora

, filha do

e do

, nascida a 16 de outubro de 1943, em Poções - Bahia

o presente diploma de MESTRE em Economia,

tendo em vista que satisfez a todas as exigências pertinentes a esse grau, estabelecidas na Portaria GR nº 1164, de 29 de abril de 1970.

Regulamento dos Cursos de Pós-Graduação da

Faculdade de Economia e Administração,

para que possa gozar de todos os direitos e prerrogativas concedidos pela legislação vigente.

Reitoria da Universidade de São Paulo, aos 07 de outubro de 1976

Reitor

Secretário Geral

Sample of a master's diploma.

UNIVERSIDADE DE SÃO PAULO
PÓS-GRADUAÇÃO

HISTORICO ESCOLAR

Processo: 5030/76

Grau: Mestre em Economia

Candidato:

Filiação:

Local de Nascimento: Data: 16/10/1943

Instituição de origem: Ciências Econômicas - Faculdade de Economia e Administração da Universidade de São Paulo - 1971

Data da matrícula: 15/03/1972 Área: Economia - Faculdade de Economia e Administração da USP

Orientador: Prof. Dr.

Proficiência em língua(s): Inglês

Data do Exame Geral de Qualificação: 18 a 20/12/1972 Nível: B

Data de defesa da Dissertação/Tese: 22/12/1975 Média: 9,0 (distinção)

Título da Dissertação/Tese: Aspectos da Comercialização na Agricultura de Baixa Renda" - Vale do Paraíba - Estado de São Paulo.

APROVEITAMENTO

Código	Disciplina ou outra atividade programada	Período sem.	Período ano	Freq.%	Créditos	Nível
	Microeconomia I	1º	1972	80	10	A
	Macroeconomia I	1º	1972	90	10	A
	Métodos Quantitativos	1º	1972	95	10	A
	Pesquisa Operacional	1º	1972	80	10	B
	Financiamento do Desenvolvimento	2º	1972	100	10	A
	Desenvolvimento Econômico	2º	1972	95	10	A
	Programação Industrial	2º	1972	80	10	A
	Análise e Avaliação de Projetos	2º	1972	83	10	A
	Cooperativismo e Planejamento Econômico	2º	1972	85	05	B
	Cooperativismo e Desenvolvimento Econômico do Brasil	2º	1972	95	05	A

Convenções: A = Excelente, B = Bom, C = Regular, D = Insuficiente, E = Reprovado, I = Incompleto, J = Abandono Justificado, T = Transferência.
NOTA: A, B e C, com direito a créditos.

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Sample of a transcript *(histórico escolar)* showing master's degree program, front side. Note that document does not show that degree actually was conferred.

Candidato:

Código	Disciplina ou outra atividade programada	Período sem.	Período ano	Freq.%	Créditos	Nível
(FL-79	Estudo de Problemas Brasileiros (Instituto de Química - USP)	1º	1973	95	02	B
	Crescimento e Distribuição	1º	1973	100	10	A
	Economia Industrial II	1º	1973	95	10	A
	Microeconomia III	1º	1974	100	10	A

Observações:

São Paulo, 7 de outubro de 1976.

Coordenador da Câmara de Pós-Graduação do CEPE em exercício

Secretário Geral da USP

85

Reverse side

Pontifícia Universidade Católica do Rio de Janeiro

Título de Especialista

_____

cumpriu todas as exigências regulamentares referentes a freqüência e trabalhos práticos e foi habilitado

nos exames finais do Curso de Especialização em _____

_____

Rio de Janeiro,____ de _____ de 19____

_____ _____

Vice-Reitor Acadêmico *Decano do Centro de Ciências Médicas e Biológicas*

Sample of the certificate awarded by a university for a specialized program, not degree oriented.

O Curso de Especialização em Gastrenterologia do Centro de Ciencias Medicas e Biologicas da Pontificia Universidade Catolica do Rio de Janeiro foi ministrado, em 1975, pelo Coordenador Geraldo Siffert de Paula e Silva, Professor Titular de Gastrenterologia da PUC.RJ com a cooperação dos seguintes docentes: Geraldo Siffert Junior, Mestre em Ciencias Medicas, PUC.RJ,1974; e Docente Livre de Medicina, PUC.RJ,1975; Fernando Guerra Alvariz, Docente Livre de Medicina, PUC.RJ, 1975; Oswaldo Franco de Gouveia, Docente Livre de Clinica Medica, UFRJ,1973; Afonso Vigario de Moura, Mestre em Ciencias Medicas, PUC.RJ,1974; Roberto Soares de Moura, Livre Docente de Farmacologia, UFRJ,1967; Nicola Caminha, Professor Titular de Radiologia, UFRJ,1974; Claudio Lemos, Professor Titular de Anatomia Patologica, PUC.RJ.
Duração do Curso: 2 semestres. Carga horaria total: 765 horas.

O medico-aluno Carlos.Santos.Fonseca... obteve as seguintes notas, nas seguintes materias:

Gastrenterologia I (2-0-4)= 3 creditos	Nota: 10
Gastrenterologia II (2-0-4)= 3 creditos	Nota: 10
Clinica Gastrenterologica I (0-6-2) = 2 creditos	Nota: 10
Clinica Gastrenterologica II (0-6-2)= 2 creditos	Nota: 10
Radiologia gastrenterologica (1-0-3)= 2 creditos	Nota: 10
Farmacologia do tracto digestivo (1-0-0)= 1 cred.	Nota: 10
Tecnicas de Laboratorio (0-6-0)= 2 creditos	Nota: 10
Anatomia Patologica (1-3-0)= 2 creditos	Nota: 10
Tecnicas de Endoscopia (1-3-0)= 2 creditos	Nota: 10
Dietetica em Gastrenterologia (1-3-0)= 3 cred.	Nota: 10

Coeficiente de Rendimento: 10

A monografia versou sobre ULCERA PEPTICA - ASPECTOS FISIOPATOLOGICOS e recebeu a nota 10.

....
Professor Coordenador Diretor do D. A. R.

Sample of a university curriculum and a partial *histórico escolar* for a specialized non-degree program.

Table 3

PROJECTION OF PICD'S RESULTS IN 1979 AND ITS EFFECTS IN 1982*

University Teachers	Base Year: 1975 Number	Percent	In 1979 Number	Percent	In 1982 Number	Percent
Without post-graduate qualification	21,428	80	25,487	70	23,596	62
Master's degree	3,198	12	7,814	22	10,496	27
Doctorate	2,145	8	2,870	8	4,108	11
Total	26,771	100	36,171	100	38,200	100

*Material provided by CAPES, Brasília, 1977.

EVALUATION ANALYSIS AND QUALITY FACTORS

One purpose of this report is to offer explanatory material about the Brazilian educational system so that U.S. admissions officers can make informed judgments about the admission and placement of Brazilian applicants in institutions of higher education in the U.S. The participants of the workshop, both from past experience and from information learned in Brazil, developed some guidelines and recommendations they wish to share with the users of this publication. They are as follows:

1. All Brazilian applicants should be required to submit results of a standardized test of English. Most institutions have through experience established minimum acceptable scores and generally, the institution's own guidelines should be followed. Consideration should also be given to formal training in English as explained in the section "English Language Instruction in Brazil."

2. If the applicant has taken any U.S. standardized tests such as the SAT, GRE, GMAT or others, these can afford information as to the applicant's ability (see chapter which discusses standardized testing in the United States). Cultural differences and language barriers may result in lower scores than expected of domestic applicants, especially in verbal sections of such tests.

3. The applicant should submit complete documentation of his/her educational history, that is, a complete transcript showing the courses taken and grades received for each year of study. The applicant should submit a copy of the educational certificate(s) of completion of each program of study. Require both copy of the transcript and a copy of diploma(s) received. This is generally necessary since all institutions do not record the awarding of the diploma or degree on the transcript.

4. Give consideration to well defined goals. Consider if the student's choice of academic objectives is commensurate with his/her previous education. This factor may be of special importance if graduate work is the objective.

5. For undergraduate applicants, consider the training field (*habilitação*) the student followed for the last three years of school (2º *grau*). Does it relate to the choice of major field in the U.S.? Consider the possibility that the applicant's particular school may not have had all of the options of the various skills-training areas available in Brazil. Occasionally the student will have attended two or more secondary schools in order to obtain courses in these areas.

6. For undergraduate applicants, consider the number of courses a student took in the *núcleo comum* and in the *formação geral* while in 2º *grau*. These courses will indicate the student's strengths outside the skills area.

7. Do the grades received follow a pattern? Are repeats shown on the transcripts? Does the school show a grading scale and indicate the minimum passing grade?

8. Consider the age of the student. With all of the new programs, adult education, re-entry, and the policy allowing for part-time study, the freshman may be older than 17 or 18. The student's maturity should be considered.

9. Did the student attend an additional college preparatory school or program after secondary graduation, such as a *cursinho*? Such schools and programs are generally intended to prepare the student for entrance examinations of higher education in Brazil; they are not at the level of higher education.

10. If the results of the applicant's entrance examinations (*vestibular*) appear on either a secondary school or higher education institution transcript, caution is urged in using these scores to assess the student's ability. These are not aptitude tests. No advanced standing credit should be awarded for such tests.

11. Consideration should be given to the fact that a relatively small percentage of a given age group ever attend institutions of higher education. The mere fact that students have pursued their education to the point of beginning higher education or have completed a program of higher education in Brazil in most cases shows motivation as well as ability.

12. Many educators in Brazil are willing to write letters of reference. Letters attesting to the applicant's ability, especially that of graduate applicants, can be a valuable tool in the selection process. Such letters might more likely be sent and might be more carefully written if they are requested by the U.S. institution of the recommendor directly.

13. In evaluating transcripts, first determine which grading system is used by the particular institution. If an explanation of the system does not appear on the transcript itself or in this report, write directly to the school for an explanation or ask the applicant to send the appropriate pages of explanation from the institution's catalog.

14. Consider whether or not the student attended full-time or part-time. Remember that at the graduate level most students hold a full-time job and/or teach, while doing graduate work. Many undergraduates also work, thereby take more than the standard number of years to complete a degree.

15. Consider the choice of institution the student attended at the tertiary level—public or private, university or isolated faculty—whether he attended in his "home area" or went away to school. Choosing to attend an institution away from home sometimes is an indicator of motivation or ability, but it may simply reflect an unsettled situation.

16. Quality factors relative to a particular institution may be more difficult to assess. If information is available from resource material and/or can be obtained from the applicant or from the catalog of the institution, look for number of students, attrition rate, number of full-time vs. part-time faculty, library facilities, laboratory equipment, etc.

17. If the student attended one of the large public universities, particularly in the faculties of law, engineering, or medicine, he has survived a rigorous selection process.

18. If the applicant is the holder of a federal scholarship and financed by CAPES, he has gone through a rigorous selection process.

19. A quality rating of above average indicates that a student probably ranks well toward the top of his class. It also may indicate motivation as students do not ordinarily work to achieve a high grade; passing is the important objective.

20. Look for gaps in school attendance. Try to determine from the applicant reasons for gaps; are they because of a change in field of study, a need to work, lack of motivation, etc.?

21. Contact members of this workshop team for assistance when in doubt. Generally, these people have additional information and are eager to assist.

PLACEMENT RECOMMENDATIONS — BRAZIL

EDUCATIONAL BACKGROUND OF BRAZILIAN STUDENTS	PLACEMENT RECOMMENDATION FOR U.S. ADMISSIONS OFFICERS
(1) Less than completion of 2º *grau* (secondary school); has not earned *certificado* or *diploma*.	May be placed in elementary or secondary school at a corresponding level. Admission to U.S. post-secondary institution is not recommended.
(2) Completion of secondary level education before 1972.	Acceptable for first-time college/university admission without advanced standing. For detailed placement recommendation, refer to *Brazil*, World Education Series, 1974.
(3) Completion of 2º *grau* in the regular system or through *ensino supletivo* (supplementary system) with one of the following credentials: *Certificado de Conclusão de 2º Grau* (11 years) *Certificado de Auxiliar Técnico* (11 years) *Certificado de Habilitação Básica* (11 years) *Diploma de Técnico de 2º Grau* (12 years) *Diploma de Professor do Ensino de 1º Grau* (11 or 12 years) Special Note: Although the above programs generally represent 11 or 12 years of primary and secondary education, they may in special cases be completed in a minimum of 10 years or a maximum of 15 years.	May be considered for first-time college/university admission without advanced standing.
(4) Completion of 2º *grau* in the regular system or through *ensino supletivo* with *certificado* or *diploma* and subsequent attendance at a private *cursinho*.	May be considered for first-time college/university admission with no advanced standing for any course work taken at a *cursinho*.
(5) *Concurso Vestibular*	Represents admission examination results. Does not constitute a basis for admission or for transfer credit.

When considering the granting of transfer credit it is recommended that the U.S. institution apply its own credit hour system; i.e., grant the same number of hours of credit for a particular course as the U.S. institution awards for the same or similar course. For example, if the Brazilian course granted 10 semester hours credit for Introduction to Economics, and the U.S. institution grants 6 semester hours (9 quarter hours), award only 6 (9) hours credit.

(6) Completion of tertiary program of study such as *Agrimensura, Licenciatura de Primeiro Grau, Engenharia Operacional, Fisioterapía e Terapía Ocupacional, Turismo*. Programs are up to 3 years of study.	May be considered for undergraduate admission. May be granted transfer credit on a course-by-course basis for those subjects applicable toward the U.S. institution degree objective.
(7) Partial completion of any program leading to the *bacharel*, or *licenciado* or professional title.	May be considered for undergraduate admission. May be granted transfer credit on a course-by-course basis for those subjects applicable toward the U.S. institution degree objective.
(8) Completion of a program of study and attainment of *bacharel, licenciado* or a professional title, e.g., *Engenheiro, Arquiteto, Economista, Nutricionista, Enfermeiro*, etc.	May be considered for graduate admission with possible deficiencies in general education areas. If proposed graduate program is in an area different from undergraduate field of study, the U.S. institutional policy regarding deficiencies should prevail.

EDUCATIONAL BACKGROUND OF BRAZILIAN STUDENTS	PLACEMENT RECOMMENDATION FOR U.S. ADMISSIONS OFFICERS
(9) Improvement or specialization courses taken after the attainment of *bacharel, licenciado* or professional title (called *"aperfeiçoamento"* or *"especialização"*).	If the transcript shows name of course, hours of study, and grades earned, credit may be awarded at the undergraduate level if appropriate. No graduate credit should be awarded.
(10) Completion of *mestre* degree.	Generally comparable to a U.S. master's degree. May be considered for admission to a U.S. graduate program with advanced standing.
(11) Completion of the degree of *doutor*.	Doctoral programs in Brazil are in a stage of early development. Therefore, comparability to U.S. Ph.D. programs cannot be determined at this time. However, the U.S. institution may wish to review the individual's academic preparation for the *doutor* to determine eligibility for post-doctoral study.

APPENDIX A (TO SECTION ON BRAZIL)

INSTITUTIONS OF HIGHER EDUCATION IN BRAZIL

The following list of more than 900 institutions of higher education in Brazil is a master alphabetical arrangement extracted from the *Catálogo Geral das Instituições de Ensino Superior, 1975-76* (General Catalog of Institutions of Higher Education, 1975-76) published by the Ministry of Education and Culture in September of 1977. It also includes ten other institutions that offer exclusively post-graduate work and research opportunities. All of the schools listed have been authorized by the appropriate ministry to operate as institutions of higher education and to grant degrees that have legal value in Brazil for the purposes of employment or providing access to more advanced educational levels. For a full discussion of authorization and recognition policies and practices in Brazil, users of this list should refer to the section titled "Regulating Agencies" under "Higher Education".

While the list accurately reflects the original source document, there may be errors or omissions in certain entries. It is also possible that one or two schools were left out of the *Catálogo Geral* and, hence, not included in this list. Occasionally Brazilians are not consistent in their use of names of schools, and the reader may have to guess if a transcript that begins "*Fundação de...*" was issued by a school whose name is listed as "*Faculdade de...*" However, since names of schools often are similar, or even identical, the reader should study the list with care. The name of the city, combined with the name of the maintaining agency, may help to identify the school. Some independent faculties may have evolved into a consolidated federation, bearing a new name; thus, the name found on an old transcript may not appear in the list.

The abbreviations for the states in Brazil are given in capital letters following the name of the city (e.g., Recife, PE, PE meaning Pernambuco). Explanation of these abbreviations is in the beginning section of this report on Brazil.

The reader who deals with a lot of Brazilian applications is urged to obtain a copy of the *Catálogo Geral* named above. It contains much additional information about each institution, including a list of all of the major fields of study, the number of openings in each field each year and, importantly, whether or not those fields of study have received full recognition by the Federal Council of Education. In order to obtain this volume or to obtain answers to specific questions about individual schools, write: *Diretor-Geral, Departamento de Assuntos Universitarios (DAU), Ministério de Educação e Cultura (MEC), D.F. - Brasília, Brasil.*

Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Academia de Musica Lorenzo Fernandez	Rio de Janeiro, RJ	1953	P	Academia de Musica Lorenzo Fernandez
Centro Brasileiro de Pesquisas Fisicas	Rio de Janeiro, RJ	1949	F	Conselho Nacional de Desenvolvimento Cientifico e Tecnologico
Centro Cibernetico de Niteroi	Niteroi, RJ	--	P	Goy Lussac Instituto de Ensino Superior
Centro de Ciencias Humanas e Sociais	Rio de Janeiro, RJ	1973	P	Instituto Isabel
" Ciencias Sociais de Vila Velha	Vitoria, ES	--	P	Sociedade Educacional do Espirito Santo
" Educacao Tecnica da Utramig	Belo Horizonte, MG	1966	S	Fundacao de Educacao Para o Trabalho de Minas Gerais
" Educacao Tecnica do Instituto Americano de Lins	Lins, SP	1973	P	Instituto Americano de Lins
" Educacao Tecnica do Rio Grande do Sul	Porto Alegre, RS	--	P	Fundacao Para o Desenvolvimento dos Recursos Humanos
" Educacao Tecnologica da Bahia	Salvador, BA	--	F	Sociedade Educacional Uniao e Tecnica
" Engenharia de Operacao	Curitiba, PR	1973	F	Ministerio da Educacao e Cultura
" Ensino Superior	Chapeco, SC	1972	P	Fundacao de Ensino do Desenvolvimento do Oeste
" Ensino Superior de Erexim	Erexim, RS	1975	P	Fundacao Alto Uruguai Para a Pesquiza e o Ensino Superior
" Ensino Superior de Juiz de Fora	Juiz de Fora, MG	1972	P	Sociedade Propagadora Esdeva
" Ensino Superior de Sao Carlos	Sao Carlos, SP	1972	P	Associacao Brasileira de Educadores Lassalistas
" Ensino Superior Plinio Mendes dos Santos	Campo Grande, MT	--	P	Centro de Ensino Superior de Campo Grande

[1] Type refers to F (Federal), S (State), M (Municipal) and P (Private).

Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Centro de Estudos Superiores de Londrina	Londrina, PR	1972	P	Instituto Filadelfia de Londrina
" Estudos Superiores de Maceio	Maceio, AL	1974	M	Fundacao Educacional Jayme de Altavila Fejal
" Estudos Superiores do Estado do Para	Belem, PA	1974	P	Associacao Paraense de Ensino e Cultura
" Formacao de Professores de Disciplinas Especializadas	Aracatuba, SP	1976	P	Missao Salesiana de Mato Grosso
" Tecnologia da Industria e Construcao	Manaus, AM	1974	S	Fundacao Educacional de Amazonas
Centro Educacional La Salle de Ensino Superior	Canoas, RS	--	P	Sociedade Porvir Cientifico
Centro Unificado Profissional	Rio de Janeiro, RJ	1974	P	Sociedade Educacional Una
Conservatorio Brasileiro de Musica	Rio de Janeiro, RJ	1936	P	Sociedade Civil Conservatorio Brasileiro
Conservatorio de Musica Alberto Nepomuceno	Fortaleza, CE	1938	S	Fundacao Educacional do Estado do Ceara
Conservatorio de Musica de Niteroi	Niteroi, RJ	1914	P	Sociedade por Quotas Limitada Conservatorio de Musica de Niteroi
Conservatorio de Musica de Pelotas - Agregada A UFPEL	Pelotas, RS	--	M	Prefeitura Municipal de Pelotas
Conservatorio Musical de Santos	Santos, SP	1927	P	Associacao Mantenedora do Conservatorio Musical de Santos
Curso de Formacao de Professores Esquema I E II	Curitiba, PR	1975	P	Sociedade Brasileira Cultural e Caritativa Soa Jose
Escola Brasileira de Administracao Publica	Rio de Janeiro, RJ	1952	P	Fundacao Getulio Vargas
Escola de Administracao de Empresas da Bahia	Salvador, BA	1972	P	Sociedade Civil Escola de Administracao de Empresas da Bahia
" Administracao de Empresas de Ituiutaba	Ituiutaba, MG	1970	P	Associacao Comercial e Industrial de Ituiutaba
" Administracao de Empresas de Santa Rita do Sapucai	Santa Rita do Sapucai, MG	1971	P	Educandario Santarritense
" Administracao de Empresas de Sao Paulo	Sao Paulo, SP	1954	P	Fundacao Getulio Vargas
" Administracao do Ceara	Fortaleza, CE	1957	S	Fundacao Educacional do Estado do Ceara
" Agronomia e Medicina Veterinaria de Patos	Patos, PB	1971	M	Fundacao Francisco Mascarenhas
" Artes Plasticas da Fuma	Belo Horizonte, MG	1957	S	Fundacao Universidade Mineira de Arte
" Biblioteconomia	Formiga, MG	1968	P	Fundacao de Ensino Superior do Oeste de Minas
" Biblioteconomia	Sao Paulo, SP	1940	P	Fundacao Escola de Sociologia e Politica de Sao Paulo
" Biblioteconomia e Documentacao de Sao Carlos	Sao Carlos, SP	1959	M	Fundacao Educacional de Sao Carlos
" Ciencias Contabeis de Volta Redonda	Volta Redonda, RJ	1974	P	Fundacao Oswaldo Aranha
" Ciencias Medicas de Alagoas	Maceio, AL	1970	S	Fundacao Educative de Alagoas
" Ciencias Medicas de Volta Redonda	Volta Redonda, RJ	1968	P	Fundacao Oswaldo Aranha
" Educacao Fisica	Itapetininga, SP	1971	P	Fundacao Karnig Bazarian
" Educacao Fisica de Assis	Assis, SP	1970	P	Pontificio Instituto das Missoes
" Educacao Fisica de Bauru	Bauru, SP	1952	P	Instituicao Toledo de Ensino
" Educacao Fisica de Sao Carlos	Sao Carlos, SP	1949	P	Sociedade Civil Escola de Educacao Fisica de Sao Carlos
" Educacao Fisica de Volta Redonda	Volta Redonda, RJ	1911	P	Fundacao Oswaldo Aranha
" Educacao Fisica do Instituto Porto Alegre	Porto Alegre, RS	1971	P	Instituto Porto Alegre
" Educacao Fisica e Desportos do Parana	Curitiba, PR	1942	S	Secretaria de Estado de Educacao e Cultura do Estado do Parana
" Enfermagem de Manaus	Manaus, AM	1949	F	Fundacao Servicos de Saude Publica

"	Enfermagem Hermantina Beraldo de Juiz de Fora	Juiz de Fora, MG	1947	S	Fundacao Hermantina Beraldo
"	Enfermagem Magalhaes Barata	Belem, PA	1945	S	Fundacao Educacional do Estado do Para
"	Enfermagem Santa Emilia de Rodat	Joao Pessoa, PB	1959	P	Santa Casa de Misericordia da Paraiba
"	Enfermagem Sao Vicente de Paulo	Fortaleza, CE	1943	S	Associacao de Sao Vicente de Paulo
"	Enfermagem Wenceslau Braz	Itajuba, MG	1955	P	Sociedade Reliogosa Moral e Cientifica
"	Engenharia de Lins	Lins, Sp	1964	P	Fundacao Paulista de Tecnologia e Educacao
"	Engenharia de Piracicaba	Piracicaba, SP	1969	M	Fundacao Municipal de Ensino de Piracicaba
"	Engenharia de Volta Redonda	Volta Redonda, RJ	1970	P	Fundacao Oswaldo Aranha
"	Engenharia Eletro Mecanica da Bahia	Salvador, BA	1934	P	Sociedade Civil Escola de Engenharia Eletro Mecanica da Bahia
"	Engenharia Industrial de Sao Jose dos Campos	Sao Jose dos Campos, SP	1968	P	Associacao Joseense de Ensino
"	Engenharia Kennedy	Belo Horizonte, MG	1963	P	Fundacao Educacional Minas Gerais
"	Engenharia Maua	Sao Caetano do Sul, SP	1962	P	Instituto Maua de Tecnologia
"	Engenharia Veiga de Almeida	Rio de Janeiro, RJ	1972	P	Associacao Educacional Veiga de Almeida
"	Engenheiros de Operacao Vale do Aco	Coronel Fabriciano, MG	1972	P	Sociedade Educacional Uniao e Tecnica
"	Farmacia e Odontologia de Alfenas	Alfenas, MG	1914	F	Ministerio da Educacao e Cultura
"	Escola de Medicina da Fundacao Tecnico Educacional Souza Marques	Rio de Janeiro, RJ	1971	P	Fundacao Tecnico Educacional Souza Marques
"	Medicina da Santa Casa de Misericordia de Vitoria	Vitoria, ES	1968	P	Santa Casa de Misericordia de Vitoria
"	Medicina e Saude Publica	Salvador, BA	1953	P	Fundacao Bahiana Para o Desenvolvimento da Medicina
"	Musica	Belo Horizonte, MG	1954	S	Fundacao Universidade Mineira de Arte
"	Musica da Bahia	Salvador, BA	1943	P	Sociedade Civil Escola de Musica da Bahia
"	Musica e Belas Artes do Parana	Curitiba, PR	1948	S	Secretaria de Estado de Educacao e Cultura do Estado do Parana
"	Odontologia de Volta Redonda	Volta Redonda, RJ	1970	P	Fundacao Oswaldo Aranha
"	Reabilitacao do Rio de Janeiro	Rio de Janeiro, RJ	1956	P	Associacao Brasileira Beneficiente de Reabilitacao
"	Servico Social de Araraquara	Araraquara, SP	1972	P	Sociedade Brasileira de Educacao e Instrucao
"	Servico Social de Fortaleza	Fortaleza, CE	1950	S	Associacao de Educacao Familiar e Social de Fortaleza
"	Sociologia e Politica de Sao Paulo	Sao Paulo, SP	1933	P	Fundacao Escola de Sociologia e Politica de Sao Paulo
"	Formacao de Oficiais da Marinha de Guerra (Escola Naval)	Rio de Janeiro	--	F	Ministerio de Marinha
Escola Federal de Engenharia de Itajuba		Itajuba, MG	1913	F	Ministerio da Educacao e Cultura
Escola Municipal Superior de Educacao Fisica		Presidente Prudente, SP	1971	M	Prefeitura Municipal de Presidente Prudente
Escola Nacional de Ciencias Estatisticas		Rio de Janeiro, RJ	1953	F	Fundacao Instituto Brasileiro de Geografia e Estatistica
Escola Nacional de Saude Publica		--	--	F	Ministerio de Saude
Escola Paulista de Enfermagem		Sao Paulo, SP	1939	P	Sociedade Paulista Para o Desenvolvimento da Medicina
Escola Paulista de Medicina		Sao Paulo, SP	1933	F	Ministerio da Educacao e Cultura
Escola Politecnica da Fundacao de Ensino Superior de Pernambuco		Recife, PE	1912	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco

[1]Type refers to F (Federal), S (State), M (Municipal) and P (Private).

Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Escola Superior de Administracao de Negocios	Sao Bernardo do Campo, SP	1965	P	Fundacao de Ciencias Aplicadas
" Administracao de Negocios	Sao Paulo, SP	1941	P	Fundacao de Ciencias Aplicadas
" Administracao e Gerencia	Florianopolis, SC	1966	S	Fundacao Educacional de Santa Catarina
" Agricultura de Lavras	Lavras, MG	1908	F	Ministerio da Educacao e Cultura
" Agricultura de Mossoro	Mossoro, RN	1968	F	Ministerio da Educacao e Cultura
" Agrimensura de Araraquara	Araraquara, SP	1965	P	Associacao Escola de Agrimensura de Araraquara
" Agrimensura de Minas Gerais	Belo Horizonte, MG	1968	P	Instituto Educacional Candida de Souza
" Agronomia de Paraguacu Paulista	Paraguacu Paulista, SP	1974	P	Fundacao Gammon de Ensino
" Agronomia do Espirito Santa	Alegre, ES	1971	S	Secretaria de Educacao e Cultura
" Artes Santa Cecilia	Cachoeira do Sul, RS	1957	P	Fundacao Educacional do Vale do Jacui
" Artes Santa Marcelina	Botucatu, SP	1974	P	Associacao Santa Marcelina
" Artes Santa Marcelina	Sao Paulo, SP	1957	P	Associacao Santa Marcelina
" Ciencias Contabeis e Administrativas	Criciuma, SC	1975	P	Fundacao Educacional de Criciuma
" Ciencias da Saude e Promocao Social	Tubarao, SC	--	P	Fundacao Educacional do Sul de Santa Çatarina
" Ciencias Domesticas e Educacao Rural	Lorena, SP	1971	P	Instituto Santa Teresa
" Ciencias e Pedagogia	Tubarao, SC	1970	M	Fundacao Educacional do Sul de Santa Catarina
" Desenho Industrial	Rio de Janeiro, RJ	1963	S	Secretaria de Educacao do Estado do Rio de Janeiro
" Educacao	Mafra, SC	1973	M	Fundacao Educacional do Norte Catarinense
Escola Superior de Educacao Fisica	Avare, SP	1973	M	Fundacao Regional Educacional de Avare
"	Florianopolis, SC	1973	S	Fundacao Educacional de Santa Catarina
"	Mossoro, RN	--	M	Fundacao Universidade Regional do Rio Grande do Norte
"	Recife, PE	1946	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco
" da Alta Paulista	Tupa, SP	1971	P	Instituicao Paulista de Ensino e Cultura
" de Batatais	Batatais, SP	1970	P	Colegio Sao Jose de Batatais
" de Cachoeira do Sul	Cachoeira do Sul, RS	1969	P	Fundacao Educacional do Vale do Jacui
" de Cruzeiro	Cruzeiro, SP	1970	M	Prefeitura Municipal de Cruzeiro
" de Goias	Goiania, GO	1963	S	Secretaria de Educacao e Cultura do Estado de Goias
" de Jundiai	Jundiai, SP	1974	M	Prefeitura Municipal de Jundiai
" de Muzambinho	Muzambinho, MG	1971	P	Fundacao Educacional Muzambinho
" de Santa Cruz do Sul	Santa Cruz do Sul, RS	1969	P	Associacao Pro Ensino de Santa Cruz do Sul
" de Sao Caetano do Sul	Sao Caetano do Sul, SP	1971	P	Faculdades de Educacao e Cultura do ABC
" do Para	Belem, PA	1970	S	Fundacao Educacional do Estado do Para
" e Desportos	Criciuma, SC	1974	M	Fundacao Educacional de Criciuma
" e Desportos de Catanduva	Catanduva, SP	1973	P	Fundacao Padre Albino
" e Desportos de Joinville	Joinville, SC	1970	M	Fundacao Joinvillense de Ensino

"	e Tecnicas Desportivas	Aracatuba, SP	1971	P	Associacao de Ensino Marechal Candido Rondon
"	e Tecnicas Desportivas de Andradina	Andradina, SP	1973	P	Fundacao Educacional de Andradina
Escola Superior de Enfermagem		Mossoro, RN	--	M	Fundacao Universidade Regional do Rio Grande do Norte
"	Enfermagem e Obstetricia Dom Epaminondas	Guaratingueta, SP	1973	P	Fundacao Educacional Laudo Natel
"	Estatistica da Bahia	Salvador, BA	1953	P	Fundacao Visconde de Cairu
"	Estudos Sociais	Brusque, SC	1973	M	Fundacao Educacional de Brusque
"	Medicina Veterinaria de Lages	Lages, SC	1973	S	Fundacao Educacional de Santa Catarina
"	Musica Santa Marcelina	Sao Paulo, SP	1934	P	Associacao Santa Marcelina
"	Propaganda e Marketing de Sao Paulo	Sao Paulo, SP	1951	P	Associacao Escola Superior de Propaganda e Marketing
"	Quimica Oswaldo Cruz	Sao Paulo, SP	1967	P	Instituto Educacional Oswaldo Quirino
"	Relacoes Publicas de Pernambuco	Recife, PE	1968	P	Centro de Relacoes Publicas de Pernambuco
"	Tecnologia	Tubarao, SC	--	P	Fundacao Educacional do Sul de Santa Catarina
"	Tecnologia de Criciuma	Criciuma, SC	1975	P	Fundacao Educacional de Criciuma
Escola Superior Integrada de Educacao Fisica e Tec. Desportivas Guarulhos		Guarulhos, SP	1972	P	Sociedade Guarulhense de Educacao
Escola Tecnica Federal Celso Suckow da Fonseca[2]		Rio de Janeiro, RJ	1966	F	Ministerio da Educacao e Cultura
Escola Tecnica Federal de Minas Gerais[2]		Belo Horizonte, MG	1972	F	Ministerio da Educacao e Cultura
Faculdade Adventista de Educacao		Sao Paulo, SP	1973	P	Instituto Adventista de Ensino
Faculdade Adventista de Enfermagem		Sao Paulo, SP	1968	P	Instituto Adventista de Ensino
Faculdade Anhanguera de Ciencias Humanas		Goiania, GO	1972	P	Associacao Goiana de Ensino
Faculdade Auxilium de Filosofia Ciencias e Letras		Lins, SP	1957	P	Inspetoria Imaculada Auxiliadora
Faculdade Bandeirante de Filosofia Ciencias e Letras		Braganca Paulista, SP	1974	P	Casa de Nossa Senhora da Paz Acao Social Franciscana
Faculdade Bandeirante de Medicina		Braganca Paulista, SP	1971	P	Casa de Nossa Senhora da Paz Acao Social Franciscana
Faculdade Bandeirante de Odontologia		Braganca Paulista, SP	1973	P	Casa de Nossa Senhora da Paz Acao Social Franciscana
Faculdade Brasileira de Ciencias Juridicas		Rio de Janeiro, RJ	1953	P	Sociedade Unida de Ensino Superior e Cultura
Faculdade Camaquense de Ciencias Contabeis e Administrativas		Camaqua, RS	1970	P	Fundacao de Ensino Superior da Regiao Centro Sul
Faculdade Candido Mendes		Campos, RJ	1976	P	Sociedade Brasileira de Instrucao
Faculdade Canoense de Arquitetura e Urbanismo		Canoas, RS	1974	P	Comunidade Evangelica Luterana Sao Paulo
Faculdade Canoense de Ciencias Administrativas e Contabeis		Canoas, RS	1972	P	Comunidade Evangelica Luterana Sao Paulo
Faculdade Catolica de Ciencias Economicas da Bahia		Salvador, BA	1960	P	Associacao de Pesquisa e Ensino Superior da Bahia
Faculdade Catolica de Ciencias Humanas		Brasilia, DF	1974	P	Uniao Brasiliense de Educacao e Cultura
Faculdade Catolica de Direito de Santos		Santos, SP	1951	P	Sociedade Visconde de Sao Leopoldo
Faculdade Catolica de Medicina de Porto Alegre		Porto Alegre, RS	1961	P	Fundacao Faculdade Catolica de Medicina de Porto Alegre

[1]Type refers to F (Federal), S (State), M (Municipal) and P (Private).

[2]Federal technical schools in Brazil usually do not offer programs that are considered to be at the level of higher education. Even though the *Escola Tecnica Federal Celso Suckow da Fonseca* and the *Escola Tecnica Federal de Minas Gerais* are exceptions, most of their studies, nevertheless, are at the level of 2° *grau*. The admissions officer will have to study a transcript from one of these schools carefully to distinguish secondary from tertiary level work.

Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Faculdade de Administracao	Sao Paulo, SP	1973	P	Fundacao Armando Alvares Penteado
" Ciencias Contabeis e Economicas	Teresopolis, RJ	1975	P	Fundacao Educacional Serra dos Orgaos
" de Capivari	Capivari, SP	1972	P	Campanha Nacional de Escolas da Comunidade Setor Local de Capivari
" de Cruzeiro	Cruzeiro, SP	1974	P	Instituto de Ensino Superior de Cruzeiro Sociedade Civil
" de Dourados	Campo Grande, MT	--	P	Sociedade Civil de Educacao do Grande Dourados
" de Empresas	Aracatuba, SP	1969	P	Associacao de Ensino Marechal Candido Rondon
" de Empresas	Joao Pessoa, PB	1972	P	Institutos Paraibanos de Educacao
" de Empresas	Ourinhos, SP	1970	P	Fundacao Educacional Miguel Mofarrej
" de Empresas	Santos, SP	1969	P	Fundacao Lusiada
" de Empresas Amador Aguiar	Osasco, SP	1972	P	Fundacao Instituto de Ensino de Osasco
" de Empresas de Catanduva	Catanduva, SP	1972	P	Fundacao Padre Albino
" de Empresas de Governador Valadares	Governador Valadares, MG	1975	P	Sociedade Civil Mater et Magistra
" de Empresas de Jahu	Jahu, SP	1972	M	Fundacao Educacional de Jahu
" de Empresas do Alto Vale do Itajai	Rio do Sul, SC	1967	M	Fundacao Educacional do Alto Vale do Itajai
" de Empresas Riopretense	Sao Jose do Rio Preto, SP	1971	P	Sociedade Riopretense de Ensino e Educacao Limitada
" de Empresas Senador Flaquer	Santo Andre, SP	1969	P	Instituto de Ensino Superior Senador Flaquer
" de Joacaba	Joacaba, SC	1972	M	Fundacao Educacional do Oeste Catarinense
" de Pinhal	Espirito Santo do Pinhal, SP	1972	P	Fundacao Pinhalense de Ensino
" de Sao Paulo	Sao Paulo, SP	1975	P	Sociedade Civil Ateneu Brasil
" de Tres de Maio	Tres de Maio, RS	1970	P	Sociedade Educacional Tres de Maio
" e Ciencias Contabeis Campos Salles	Sao Paulo, SP	1973	P	Associacao Educativa Campos Salles
" e Ciencias Contabeis de Guarulhos	Guarulhos, SP	1971	P	Sociedade Guarulhense de Educacao
" e Ciencias Contabeis Tibirica	Sao Paulo, SP	1973	P	Associacao Tibirica de Educacao
" e Ciencias Economicas Santana	Sao Paulo, SP	1970	P	Instituto Santanense de Ensino Superior
" Econ. e C. Contabeis das Fac. Assoc. do Ipiranga	Sao Paulo, SP	1971	P	Instituto Educacional Seminario Paulopolitano
" e Estatistica Pais de Barros	Sao Paulo, SP	1970	P	Instituicao Educacional Pais de Barros
" e Financas de Machado	Machado, MG	1972	M	Fundacao Educacional Sul Mineira
" e Financas do Norte de Minas	Montes Claros, MG	1972	P	Fundacao Norte Mineira de Ensino Superior
" Hospitalar	Sao Paulo, SP	1973	P	Instituto Brasileiro de Desenvolvimento e de Pesquisas Hospitalares
" Sao Marcos	Sao Paulo, SP	1972	P	Sociedade Civil de Educacao Sao Marcos
Faculdade de Agrimensura de Pirassununga	Pirassununga, SP	1972	P	Associacao Unificada Pirassununguense de Ensino Superior
" Agronomia do Medio Sao Francisco	Juazeiro, BA	1962	S	Secretaria de Educacao e Cultura da Bahia
" Agronomia e Zootecnia Manoel Carlos Goncalves	Espirito Santo do Pinhal, SP	1968	P	Fundacao Pinhalense de Ensino
" Arqueologia e Museologia Marechal Rondon	Rio de Janeiro, RJ	1975	P	Instituto Superior de Estudos Humanos
" Arquitetura de Barra do Pirai	Barra do Pirai, RJ	1968	P	Fundacao Educacional Rosemar Pimentel
" Arquitetura e Urbanismo	Porto Alegre, RS	--	P	Sociedade de Educacao Ritter dos Reis

"	Arquitetura e Urbanismo	Rio de Janeiro, RJ	1971	P	Silva e Souza Sociedade Educacional
"	Arquitetura e Urbanismo de Santos	Santos, SP	1970	P	Sociedade Visconde de Sao Leopoldo
"	Arquitetura e Urbanismo Elmano Ferreira Veloso	Sao Jose dos Campos, SP	1969	P	Fundacao Valeparaibana de Ensino
"	Arquitetura e Urbanismo Farias Brito	Guarulhos, SP	1973	P	Associacao Paulista de Educacao e Cultura
"	Artes e Comunicacoes	Bauru, SP	1974	M	Fundacao Educacional de Bauru
"	Artes Guararapes	Sao Paulo, SP	--	P	Associacao Itaquerense de Ensino
"	Artes Plasticas	Sao Paulo, SP	1963	P	Fundacao Armando Alvares Penteado
"	Artes Plasticas de Santos	Santos, SP	1973	P	Instituto Superior de Educacao Santa Cecilia
"	Artes Plasticas e Comunicacoes Farias Brito	Guarulhos, SP	1975	P	Associacao Paulista de Educacao e Cultura
"	Belas Artes de Sao Paulo	Sao Paulo, SP	1925	P	FEBASP Sociedade Civil
"	Belas Artes Professora Rita Jobim de Vasconcelos	Bage, RS	1959	P	Fundacao Attila Taborda
"	Biblioteconomia e Documentacao Teresa D'Avila	Lorena, SP	1975	P	Instituto Santa Teresa
"	Biologia e Psicologia Maria Theresa	Niteroi, RJ	1975	P	Instituto de Ciencias e Tecnologia Maria Thereza
"	Ciencias	Bauru, SP	1969	M	Fundacao Educacional de Bauru
Faculdade de Ciencias Administrativas Contabeis e Economicas de Ijui		Ijui, RS	1975	P	Fundacao de Integracao Desenvolvimento e Educacao do Noroeste do Estado
Faculdade de Ciencias Administrativas da Una		Belo Horizonte, MG	1966	P	Uniao de Negocios e Administracao
"	de Barra Mansa	Barra Mansa, RJ	1970	P	Sociedade Barramansense de Ensino Superior
"	de Canoinhas	Canoinhas, SC	1973	P	Fundacao das Escolas do Planalto Norte Catarinense
"	de Joinville	Joinville, SC	1971	M	Fundacao Joinvillense de Ensino
"	de Pocos de Caldas	Pocos de Caldas, MG	--	M	Autarquia Municipal de Ensino de Pocos de Caldas
"	e Comercio Exterior do Parana	Curitiba, PR	1975	P	Centro de Estudos de Comercio Exterior do Parana
"	Economicas Contabeis Oswaldo Cruz	Sao Paulo, SP	1974	P	Instituto Educacional Oswaldo Quirino
"	e Contabeis de Atibaia	Atibaia, SP	1972	P	Instituicao Educacional Atibaiense
"	e Contabeis de Lins	Lins, SP	1972	P	Missao Salesiana de Mato Grosso
"	e Contabeis Paulo Eiro	Sao Paulo, SP	1972	P	Instituto de Educacao Costa Braga
"	e Contabeis Tabajara	Sao Paulo, SP	1972	P	Instituicao Educacional Tabajara
"	Maria de Magalhaes Pinto	Rio de Janeiro, RJ	--	P	Associacao Jacarepagua de Ensino Superior
Faculdade de Ciencias Agrarias do Para		Belem, PA	1951	F	Ministerio da Educacao e Cultura
"	Ciencias Comerciais e Administrativas de Santos	Santos, SP	1972	P	Centro de Estudos Unificados Bandeirante
Faculdade de Ciencias Contabeis		Salvador, BA	1966	P	Fundacao Visconde de Cairu
"		Sobral, CE	1970	M	Fundacao Vale do Acarau
"	de Aracatuba	Aracatuba, SP	1975	P	Associacao de Ensino Marechal Candido Rondon
"	de Caratinga	Caratinga, MG	1972	P	Igreja Presbiteriana de Caratinga
"	de Curitibanos	Curitibanos, SC	--	M	Fundacao Educacional do Planalto Central Catarinense

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Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Faculdade de Ciencias Contabeis de Itapetininga	Itapetininga, SP	1966	P	Associacao de Ensino de Itapetininga
" de Lucelia	Lucelia, SP	1972	P	Centro de Ensino da Alta Paulista Sociedade Civil
" de Ponte Nova	Ponte Nova, MG	1973	P	Fundacao Pio Penha
" de Rio Claro	Rio Claro, SP	1972	P	Sociedade Civil Rioclarense de Ensino Superior
" de Santa Cruz do Sul	Santa Cruz do Sul, RS	1964	P	Associacao Pro Ensino de Santa Cruz do Sul
" do Litoral Santista	Santos, SP	1972	P	Associacao Educacional do Litoral Santista
" e Administracao de Empresas da FTESM	Rio de Janeiro, RJ	1971	P	Fundacao Tecnico Educacional Souza Marques
" e Administracao de Santo Angelo	Santo Angelo, RS	1969	P	Fundacao Missioneira de Ensino Superior
" e Administrativas de Avare	Avare, SP	1975	P	Instituicao de Ensino Superior de Avare
" e Administrativas de Cachoeiro Itapemir	Cachoeiro de Itapemirin, ES	1971	M	Prefeitura Municipal de Cachoeiro de Itapemirim
" e Administrativas de Rolandia	Rolandia, PR	1974	P	Associacao Rolandense de Ensino e Cultura
" e Administrativas de Santa Rosa	Santa Rosa, RS	1970	P	Fundacao Educacional Machado de Assis
" e Administrativas de Sao Joao da Boa Vista	Sao Joao da Boa Vista, SP	1973	P	Fundacao Sanjoanense de Ensino
" e Administrativas de Sao Miguel Paulista	Sao Paulo, SP	1973	P	Instituicao Educacional Sao Miguel Paulista
" e Administrativas de Sorocaba	Sorocaba, SP	1966	P	Fundacao Dom Aguirre
" e Administrativas de Votuporanga	Votuporanga, SP	1973	P	Fundacao Educacional de Votuporanga
" e Administrativas Machado Sobrinho	Juiz de Fora, MG	1969	P	Fundacao Educacional Machado Sobrinho
" e Administrativas Moraes Junior	Rio de Janeiro, RJ	1964	P	Instituto Brasileiro de Contabilidade
" e Administrativas Sao Judas Tadeu	Porto Alegre, RS	1970	P	Instituicao Educacional Sao Judas Tadeu
" e Administrativas Sao Paulo Apostolo	Rio de Janeiro, RJ	1974	P	Sociedade Educacional Sao Paulo Apostolo
" e Atuariais da Alta Noroeste	Aracatuba, SP	1974	P	Missao Salesiana de Mato Grosso
" Economicas e de Administracao	Videira, SC	1973	M	Fundacao Educacional Empresarial do Alto Vale do Rio do Peixe
" e de Administracao de Empresas	Marilia, SP	1970	P	Fundacao de Ensino Euripides Soares da Rocha
" e de Administracao de Pato Branco	Pato Branco, PR	1975	M	Fundacao Faculdade de Ciencias Contabeis e Administrativa de Pato Branco
" e de Administracao de Tupa	Tupa, SP	1970	P	Organizacao Educacional Artur Fernandes
" e de Administracao de Varginha	Varginha, MG	1971	P	Campanha Nacional de Escolas da Communidade
" Administrativas e Economicas	Belo Horizonte, MG	1972	P	Instituto Cultural Newton de Paiva Ferreira
Faculdade de Ciencias da Administracaco de Pernambuco	Recife, PE	1965	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco
" da Saude Sao Camilo	Sao Paulo, SP	1976	P	Sociedade Beneficente Sao Camilo
" de Barretos	Barretos, SP	1969	M	Fundacao Educacional de Barretos
" de Araras	Araras, SP	1975	M	Fundacao Regional do Ensino Superior em Araras

Faculdade de Ciencias Economicas		Alegrete, RS	1964	P	Fundacao Educacional de Alegrete
"		Bage, RS	1955	P	Fundacao Attila Taborda
"		Itauna, MG	1966	P	Fundacao de Ensino Superior de Itauna
"		Mossoro, RN	--	M	Fundacao Universidade Regional do Rio Grande do Norte
"		Sao Joao da Boa Vista, SP	1963	M	Prefeitura Municipal de Sao Joao da Boa Vista
"	Administrativas do Vale do Paraiba	Sao Jose dos Campos SP	1961	P	Fundacao Valeparaibana de Ensino
"	Administrativas e Contabeis de de Belo Horizonte	Belo Horizonte, MG	1966	P	Fundacao Mineira de Educacao e Cultura
"	Administrativas e Contabeis de Sao Joao del Rei	Sao Joao del Rei, MG	1972	M	Fundacao Municipal de Sao Joao del Rei
"	Administrativas e Contabeis Tiradentes	Aracaju, SE	1972	P	Associacao Sergipana de Administracao
"	Contabeis Adm. Atuariais Reg. Bragatina	Braganca Paulista, SP	1971	P	Casa de Nossa Senhora da Paz Acao Social Franciscana
"	Contabeis Adm. Cachoeira Sul	Cachoeira do Sul; RS	1965	P	Fundacao Educacional do Vale do Jacui
"	Contabeis Adm. Emp. Camilo Castelo Branco	Sao Paulo, SP	1972	P	Associacao Itaquerense de Ensino
"	Contabeis Adm. Empresas P. Anchieta	Jundiai, SP	1966	P	Associacao Padre Anchieta de Ensino
"	Contabeis Adm. Nova Iguacu	Nova Iguacu, RJ	1972	P	Associacao Brasileira de Ensino
"	Contabeis Adm. Prof. Placido Silva	Curitiba, PR	1974	P	Associacao de Ensino Professor de Placido e Silva
"	Contabeis Adm. S S do Paraiso MG	Sao Sebastiao do Paraiso, MG	1971	P	Fundacao Faculdade de Ciencias Econo. Adm. Contabeis do S S do Paraiso MG
"	Contabeis e Administrativas de Lages	Lages, SC	1966	P	Fundacao das Escolas Unidas do Planalto Catarinense
"	Contabeis e Administrativas	Barbacena, MG	1966	P	Fundacao Presidente Antonio Carlos
"	Contabeis e Administrativas	Visconde do Rio Branco, MG	1972	P	Fundacao Presidente Antonio Carlos
"	Contabeis e de Administracao do DF	Brasilia, DF	1968	P	Centro de Ensino Unificado de Brasilia
"	da Regiao dos Vinhedos	Bento Goncalves, RS	1968	P	Fundacao Educacional da Regiao dos Vinhedos
"	de Anapolis	Anapolis, GO	1962	S	Fundacao Faculdade de Ciencias Economicas de Anapolis
"	de Andradina	Andradina, SP	1966	P	Sociedade Cultural de Andradina
"	de Bauru	Bauru, SP	1961	P	Instituicao Toledo de Ensino
"	de Blumenau	Blumenau, SC	1964	M	Fundacao Educacional da Regiao de Blumenau

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Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Faculdade de Ciencias Economicas de Colatina	Colatina, ES	1970	M	Prefeitura Municipal de Colatina
" de Divinopolis	Divinopolis, MG	1969	P	Sociedade Dom Bosco de Educacao e Cultura
" de Joinville	Joinville, SC	1965	P	Comunidade Evangelica de Joinville
" de Patos	Patos, PB	1969	M	Fundacao Francisco Mascarenhas
" de Ribeirao Preto	Ribeirao Preto, SP	1932	P	Instituicao Moura Lacerda
" de Sao Gabriel	Sao Gabriel, RS	--	P	Fundacao Educacional de Sao Gabriel
" de Sao Paulo	Sao Paulo, SP	1932	P	Fundacao Escola de Comercio Alvares Penteado
" de Valenca	Valenca, RJ	1968	P	Fundacao Educacional Dom Andre Arcoverde
" do Alto Taquari	Lajeado, RS	1969	P	Fundacao Alto Taquari de Ensino Superior
" do Crato	Crato, CE	1961	P	Associacao dos Empregados no Comercio do Crato
" Dom Bosco	Resende, RJ	1968	P	Associacao Educacional Dom Bosco
" do Sul de Minas	Itajuba, MG	1965	P	Centro Regional de Cultura
" do Sul de Santa Catarina	Tubarao, SC	1965	P	Fundacao Educacional do Sul de Santa Catarina
" do Triangulo Mineiro	Uberaba, MG	1966	P	Associacao Comercial Industrial de Uberaba
" e Administrativas de Araraquara	Araraquara, SP	1968	P	Associacao Sao Bento de Ensino
" e Administrativas de Botucatu	Botucatu, SP	1970	P	Instituicao Toledo de Ensino
" e Administrativas de Franca	Franca, SP	1951	M	Prefeitura Municipal de Franca
" e Administrativas de Guaratingueta	Guaratingueta, SP	1973	P	Organizacao Guara Ensino
" e Administrativas de Osasco	Osasco, SP	1965	M	Fundacao Instituto Tecnologico de Osasco
" e Administrativas de Presidente Prudente	Presidente Prudente, SP	1970	P	Instituicao Toledo de Ensino
" e Administrativas de Santo Andre	Santo Andre, SP	1954	P	Sociedade Civil Conservatorio Brasileiro
" e Comerciais de Santos	Santos, SP	1934	P	Sociedade Visconde de Sao Leopoldo
" e Contabeis de Sant'Ana do Livramento	Sant'Ana do Livramento, RS	1969	P	Associacao Santanense Pro Ensino Superior
" e de Administracao de Empresas	Sao Jose do Rio Preto, SP	1962	P	Sociedade Riopretense de Ensino Superior
Faculdade de Ciencias e de Tecnologia Santa Cecilia	Santos, SP	1975	P	Instituto Superior de Educacao Santa Cecilia
" e Educacao de Criciuma	Criciuma, SC	1970	P	Fundacao Educacional de Criciuma
" e Estudos Sociais de Tanabi	Tanibi, SP	1975	P	Associacao Educacional de Jales
Faculdade de Ciencias e Letras	Braganca Paulista, SP	1968	P	Fundacao Municipal de Ensino Superior de Braganca Paulista
"	Votuporanga, SP	1968	P	Fundacao Educacional de Votuporanga
" da Alta Sorocabana	Presidente Prudente, SP	1973	P	Instituicao Toledo de Ensino
" de Apucarana	Apucarana, PR	1974	P	Associacao Paranaense de Escolas Superiores
" de Araras	Araras, SP	1974	P	Associacao Educacional de Araras
" de Avare	Avare, SP	1969	M	Fundacao Regional Educacional de Avare

" de Campo Mourao	Campo Mourao, PR	1974	P	Fundacao de Ensino Superior de Campo Mourao
" de Matao	Matao, SP	1976	P	Associacao Matonense de Ensino Superior
" de Ourinhos	Ourinhos, SP	1972	P	Fundacao Educacional Miguel Mofarrej
" de Ribeirao Pires	Ribeirao Pires, SP	1973	P	Organizacao Educacional de Ribeirao Pires
" Geraldo Rezende	Suzano, SP	1973	P	Associacao de Educacao e Cultura Professor Geraldo Rezende
" Padre Anchieta	Jundiai, SP	1973	P	Associacao Padre Anchieta de Ensino
" Plinio Augusto do Amaral	Amparo, SP	1971	P	Fundacao Educacional de Amparo
" Teresa Martin	Sao Paulo, SP	1971	P	Instituto Educacional Teresa Martin
Faculdade de Ciencias e Pedagogia	Lages, SC	1970	P	Fundacao das Escolas Unidas do Planalto Catarinense
" Exatas Administrativas e Sociais	Brasilia, DF	1973	P	Uniao Pioneira de Integracao Social
Faculdade de Ciencias Humanas	Belo Horizonte, MG	1971	P	Fundacao Mineira de Educacao e Cultura
"	Coronel Fabriciano, MG	1969	P	Sociedade Educacional Uniao e Tecnica
" de Olinda	Olinda, PE	1973	P	Associacao Instrutora Missionaria
" do Sul Paulista	Itapeva, SP	--	P	Centro Educacional do Sul Paulista
" e Exatas Tatuape	Sao Paulo, SP	1972	P	Organizacao Tatuapeense de Educacao e Cultura
" e Sociais de Curitiba	Curitiba, PR	1975	P	Fundacao de Educacao e Cultura Espitita Parana Santa Catarina
" Esuda	Recife, PE	1974	P	Associacao Recifense de Educacao e Cultura
Faculdade de Ciencias Juridicas de Blumenau	Blumenau, SC	1968	M	Fundacao Educacional da Regiao de Blumenau
" e Adm. das Faculdades Zona Leste de SP	Sao Paulo, SP	1971	P	Associacao de Ensino Superior Paulistana
" e Administrativas de Itapetininga	Itapetininga, SP	1969	P	Fundacao Karnig Bazarian
" e Sociais	Joao Pessoa, PB	1972	P	Institutos Paraibanos de Educacao
" e Sociais de Barbacena	Barbacena, MG	1974	P	Fundacao President Antonio Carlos
" e Sociais do Vale do Itajai	Itajai, SC	1965	M	Fundacao de Ensino do Polo Geo Educacional do Vale do Itajai
" e Sociais Vianna Junior	Juiz de Fora, MG	1970	P	Instituto Vianna Junior
Faculdade de Ciencias Letras e Educacao de Presidente Prudente	Presidente Prudente, SP	1972	P	Associacao Prudentina de Educacao e Cultura
Faculdade de Ciencias Medicas da Santa Casa de Sao Paulo	Sao Paulo, SP	1963	P	Fundacao Arnoldo Vieira de Carvalho
" de Minas Gerais	Belo Horizonte, MG	1951	P	Fundacao Universitaria Mineira
" de Nova Iguacu	Nova Iguacu, RJ	--	P	Sociedade de Ensino Superior de Nova Iguacu
" de Pernambuco	Recife, PE	1951	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco
" de Santos	Santos, SP	1967	P	Fundacao Lusiada
" Dr. Jose Antonio Garcia Coutinho	Pouso Alegre, MG	1969	P	Fundacao de Ensino Superior do Vale do Sapucai
" e Biologicas de Botucatu	Sao Paulo, SP	1962	S	Governo do Estado do Sao Paulo
Faculdade de Ciencias Politicas e Economicas de Cruz Alta	Cruz Alta, RS	1960	P	Associacao de Professores de Cruz Alta
Faculdade de Ciencias Politicas e Economicas do Rio de Janeiro	Rio de Janeiro, RJ	1919	P	Sociedade Brasileira de Instrucao

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Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Faculdade de Ciencias Politicas e Economicas do Rio de Janeiro - Ipanema	Rio de Janeiro, RJ	1972	P	Sociedade Brasileira de Instrucao
Faculdade de Comunicacao da FAAP	Sao Paulo, SP	1969	P	Fundacao Armando Alvares Penteado
" de Santos	Santos, SP	1971	P	Sociedade Visconde de Sao Leopoldo
" e Turismo Helio Alonso	Rio de Janeiro, RJ	1972	P	Organizacao Helio Alonso de Educacao e Cultura
" Social Anhembi	Sao Paulo, SP	1972	P	Instituto Superior de Comunicacao Publicitaria
" Social Casper Libero	Sao Paulo, SP	1947	P	Fundacao Casper Libero
" Social de Barra Mansa	Barra Mansa, RJ	1975	P	Sociedade Barramansense de Ensino Superior
" Social Santa Edwuges	Rio de Janeiro, RJ	1974	P	Sociedade de Ensino Superior Santa Edwiges
Faculdade de Desenho Industrial de Maua	Maua, SP	1975	P	Centro de Ensino Superior de Maua
Faculdade de Direito	Bage, RS	1970	P	Fundacao Attila Taborda
"	Itauna, MG	1966	P	Fundacao de Ensino Superior de Itauna
" Candido Mendes	Rio de Janeiro, RJ	1953	P	Sociedade Brasileira de Instrucao
" Candido Mendes Ipanema	Rio de Janeiro, RJ	1974	P	Sociedade Brasileira de Instrucao
" da Alta Paulista	Tupa, Sp	1970	P	Instituicao Dom Bosco de Ensino e Cultura
" da Fundacao Educacional Nordeste Mineiro	Teofilo Otoni, MG	1971	P	Fundacao Educacional do Nordeste Mineiro
" de Anapolis	Anapolis, GO	1968	P	Associacao Educativa Evangelica
" de Aracatuba	Aracatuba, SP	1971	P	Instituicao Toledo de Ensino
" de Araraquara	Araraquara, SP	1970	P	Associacao Sao Bento de Ensino
" de Barra Mansa	Barra Mansa, RJ	1966	P	Sociedade Barramansense de Ensino Superior
" de Bauru	Bauru, SP	1953	P	Instituicao Toledo de Ensino
" de Braganca Paulista	Braganca Paulista, SP	1966	P	Casa de Nossa Senhora da Paz Acao Social Franciscana
" de Cachoeiro do Itapemirim	Cachoeiro do Itapemirim, ES	1966	M	Prefeitura Municipal de Cachoeiro de Itapemirim
" de Campos	Campos, RJ	1960	P	Fundacao Cultural de Campos
" de Caruaru	Caruaru, PE	1959	P	Sociedade Caruaruense de Ensino Superior
" de Colatina	Colatina, ES	1967	P	Fundacao Gildasio Amado
" de Conselheiro Lafaiete	Conselheiro Lafaiete, MG	1970	M	Fundacao Municipal de Ensino Superior de Conselheiro Lafaiete
" de Cruz Alta	Cruz Alta, RS	1969	P	Associacao de Professores de Cruz Alta
" de Curitiba	Curitiba, PR	1952	P	Associacao de Ensino Novo Ateneu
" de Dourados	Campo Grande, MT	--	P	Sociedade Civil de Educacao do Grande Dourados
" de Franca	Franca, SP	1957	M	Prefeitura Municipal de Franca
" de Guarulhos	Guarulhos, SP	1968	P	Sociedade Guarulhense de Educacao
" de Itu	Itu, SP	1969	P	Organizacao Sorocabana de Assistencia e Cultura
" de Marilia	Marilia, SP	1970	P	Fundacao de Ensino Euripides Soares da Rocha
" de Nova Iguacu	Nova Iguacu, RJ	1974	P	Sociedade de Ensino Superior de Nova Iguacu
" de Olinda	Olinda, PE	1971	P	Associacao do Ensino Superior de Olinda

"	de Osasco	Osasco, SP	1969	P	Fundacao Instituto de Ensino de Osasco
"	de Pinhal	Espirito Santo do Pinhal, SP	1966	P	Fundacao Pinhalense de Ensino
"	de Presidente Prudente	Presidente Prudente, SP	1961	P	Instituicao Toledo de Ensino
"	de Santa Cruz do Sul	Santa Cruz do Sul, RS	1970	P	Associacao Pro Ensino de Santa Cruz do Sul
"	de Santo Angelo	Santo Angelo, RS	1963	P	Campanha Nacional de Escolas da Comunidade
"	de Sao Bernardo do Campo	Sao Bernardo do Campo, SP	1965	M	Prefeitura Municipal de Sao Bernardo do Campo
"	de Sao Carlos	Sao Carlos, SP	1968	P	Instituto Paulista de Ensino Superior Unificado
"	de Sao Joao da Boa Vista	Sao Joao da Boa Vista, SP	1967	P	Fundacao Sanjoanense de Ensino
"	de Sete Lagoas	Sete Lagoas, MG	1970	P	Fundacao Educacional Monsenhor Messias de Sete Lagoas
"	de Sorocaba	Sorocaba, SP	1957	P	Fundacao Educacional Sorocabana
"	de Sousa	Sousa, PB	1971	M	Prefeitura Municipal de Sousa
"	de Valenca	Valenca, RJ	1968	P	Fundacao Educacional Dom Andre Arcoverde
"	de Varginha	Varginha, MG	1966	P	Fundacao Educacional de Varginha
"	do Crato	Crato, CE	1974	M	Prefeitura Municipal do Crato
"	do Distrito Federal	Brasilia, DF	1968	P	Centro de Ensino Unificado de Brasilia
"	do Instituto Ritter dos Reis	Canoas, RS	1971	P	Sociedade de Educacao Ritter dos Reis
"	do Norte de Minas	Montes Claros, MG	1965	P	Fundacao Norte Mineira de Ensino Superior
"	do Oeste de Minas	Divinopolis, MG	1966	P	Sociedade Educacional e Cultural de Divinopolis
"	do Sul de Minas	Pouso Alegre, MG	1960	P	Fundacao Sul Mineira de Ensino
"	do Vale do Paraiba	Sao Jose dos Campos, SP	1954	P	Fundacao Valeparaibana de Ensino
"	do Vale do Rio Doce	Governador Valadares, MG	1969	P	Sociedade Civil Cultura e Educacao
"	Padre Anchieta	Jundiai, SP	1969	P	Associacao Padre Anchieta de Ensino
"	Prof. Milton Campos	Belo Horizonte, MG	1975	P	Centro Educacional de Formacao Superior
"	Riopretense	Sao Jose do Rio Preto, SP	1966	P	Sociedade Riopretense de Ensino e Educacao Limitada
Faculdade de Economia		Sao Paulo, SP	1974	P	Fundacao Armando Alvares Penteado
Faculdade de Economica e Financas do Rio de Janeiro		Rio de Janeiro, RJ	1916	P	Sociedade Unida de Ensino Superior e Cultura
Faculdade de Economia Financas e Administracao de Sao Paulo		Sao Paulo, SP	1942	P	Fundacao Leonidio Allegretti
Faculdade de Economia Sao Luis		Sao Paulo, SP	1948	P	Sociedade Brasileira de Educacao
Faculdade de Educacao		Florianopolis, SC	1964	S	Fundacao Educacional de Santa Catarina
"		Mossoro, RN	--	M	Fundacao Universidade Regional do Rio Grande do Norte
"		Santa Rita do Passa Quatro, SP	1972	P	Associacao Santarritense de Educacao e Cultura
"	Antonio Augusto Reis Neves	Barretos, SP	1973	P	Associacao Universitaria Soares de Oliveira
"	Artistica Teresa D'Avila	Lorena, SP	1975	P	Instituto Santa Teresa
"	Campos Salles	Sao Paulo, SP	1971	P	Associacao Educativa Campos Salles
"	Ciencias e Letras	Brasilia, DF	1973	P	Uniao Pioneira de Integracao Social
"	Ciencias e Letras da Regiao dos Vinhedos	Bento Goncalves, RS	1970	P	Fundacao Educacional da Regiao dos Vinhedos

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Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Faculdade de Educacao Ciencias e Letras de Cascavel	Cascavel, PR	1972	M	Fundacao Faculdade de Educacao Ciencias e Letras de Cascavel
" Ciencias e Letras de Irati	Irati, PR	1975	M	Fundacao Faculdade de Educacao Ciencias e Letras de Irati
" Ciencias e Letras de Moji Mirim	Moji Mirim, SP	1973	P	Sociedade de Educacao Integral e de Assistancia Social
" Ciencias e Letras de Sao Goncalo	Sao Goncalo, RJ	--	P	Associacao Salgado de Oliveira
" Ciencias e Letras de Uberlandia	Uberlandia, MG	1975	P	Associacao Brasil Central de Educacao e Cultura
" Ciencias e Letras Don Domenico	Guaruja, SP	1973	P	Sociedade Amparo aos Praianos do Guaruja
" Ciencias e Letras Grande Rio	Duque de Caxias, RJ	1973	P	Associacao Fluminense de Educacao
" Ciencias e Letras Hebraico Brasileira Renascenca	Sao Paulo, SP	1975	P	Sociedade Hebraico Brasileira Renascenca
" Ciencias e Letras Marechal Castelo Branco	Rio de Janeiro, RJ	1973	P	Centro Educacional de Realengo
" Ciencias e Letras Notre Dame	Rio de Janeiro, RJ	1973	P	Sociedade Educacional Notre Dame
" Ciencias e Letras Olavo Bilac	Rio de Janeiro, RJ	1975	P	Sociedade Madeira de Ley
" Ciencias e Letras Urubupunga	Pereira Barreto, SP	1973	P	Associacao de Ensino e Cultura de Urubupunga
" da Bahia	Salvador, BA	1967	P	Associacao Cultural e Educacional da Bahia
" das Faculdades da Zona Leste de Sao Paulo	Sao Paulo, SP	1971	P	Associacao de Ensino Superior Paulistana
" de Guaratingueta	Guaratingueta, SP	1974	P	Organizacao Guara Ensino
" de Joacaba	Joacaba, SC	--	M	Fundacao Educacional do Oeste Catarinense
" de Joao Monlevade	Joao Monlevade, MG	1972	S	Fundacao Educacional de Joao Monlevade
" de Joinville	Joinville, SC	1973	P	Associacao Catarinense de Ensino
" de Monte Aprazivel	Monte Aprazivel, SP	1973	P	Sociedade Civil de Ensino Dom Bosco de Monte Aprazivel
" de Sant'Ana do Livramento	Sant'Ana do Livramento, RS	1970	P	Associacao Santanense Pro Ensino Superior
" do Distrito Federal	Brasilia, DF	1968	P	Centro de Ensino Unificado de Brasilia
" e Ciencias Humanas Prof. Laerte de Carvalho	Santos, SP	1972	P	Centro de Estudos Unificados Bandeirante
" e Ciencias Nova Piratininga	Sao Paulo, SP	1972	P	Instituto Piratininga de Ensino Superior
" e Ciencias Pinheirense	Sao Paulo, SP	1975	P	Associacao Pinheirense de Educacao e Cultura
" e Estudos Sociais de Araraquara	Araraquara, SP	1971	P	Associacao Sao Bento de Ensino
" e Letras do Alto Taquari	Lajeado, RS	1969	P	Fundacao Alto Taquari de Ensino Superior
" e Letras Sao Judas Tadeu	Rio de Janeiro, RJ	1974	P	Associacao de Ensino Superior Sao Judas Tadeu
" Farias Brito	Guarulhos, SP	1970	P	Associacao Paulista de Educacao e Cultura
" Filosofia Ciencias e Letras Senador Flaquer	Santo Andre, SP	1969	P	Instituto de Ensino Superior Senador Flaquer
" Fisica	Bage, RS	1972	P	Fundacao Attila Taborda
" Fisica	Joao Pessoa, PB	1972	P	Institutos Paraibanos de Educacao
" Fisica da Alta Araraquarense	Santa Fe do Sul, SP	1972	P	Fundacao de Educacao e Cultura de Santa Fe do Sul
" Fisica da Guanabara	Rio de Janeiro, RJ	1973	P	Centro Educacional de Realengo
" Fisica de Barra Bonita	Barra Bonita, SP	1973	P	Fundacao Barra Bonita de Ensino

"	Fisica de Cruz Alta	Cruz Alta, RS	1972	P	Associacao de Professores de Cruz Alta
"	Fisica de Jaboticabal	Jaboticabal, SP	1972	P	Centro de Estudos Unificados Bandeirante
"	Fisica de Lins	Lins, SP	1972	P	Missao Salesiana de Mato Grosso
"	Fisica de Santo Amaro	Sao Paulo, SP	1976	P	Organizacao Santamarense de Educacao e Cultura
"	Fisica de Santo Andre	Santo Andre, SP	1970	P	Associacao de Ensino Joao Ramalho
"	Fisica de Santos	Santos, SP	1969	P	Centro de Estudos Unificados Bandeirante
"	Fisica de Sorocaba	Sorocaba, SP	1971	P	Associacao Sorocabana de Educacao e Cultura
"	Fisica de Tatui	Tatui, SP	1971	P	Associacao Atletica XI de Agosto
"	Fisica do Clube Nautico Mogiano	Mogi das Cruzes, SP	1972	P	Clube Nautico Mogiano
"	Fisica do Norte do Parana	Londrina, PR	1973	P	Centro de Estudos do Norte do Parana
"	Fisica e Desportos de Blumenau	Blumenau, SC	1975	M	Fundacao Educacional da Regiao de Blumenau
"	Jacobina	Rio de Janeiro, RJ	1973	P	Associacao de Educacao e Pesquisas
"	Musical do Parana	Curitiba, PR	1968	S	Secretaria de Estado de Educacao e Cultura do Estado do Parana
"	Osorio Campos	Rio de Janeiro, RJ	1974	P	Sociedade Educacional Campos Salgado
"	Padre Anchieta	Jundiai, SP	1968	P	Associacao Padre Anchieta de Ensino
"	Piratininga	Sao Paulo, SP	1972	P	Sociedade de Ensino Piratininga
"	Sao Luis	Jaboticabal, SP	1972	P	Associacao Jaboticabalense de Educacao e Cultura
Faculdade de Enfermagem e Obstetricia de Sobral		Sobral, CE	1972	M	Fundacao Vale do Acarau
Faculdade de Enfermagem Nossa Senhora das Gracas		Recife, PE	1945	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco
Faculdade de Enfermagem Nossa Senhora Medianeira Agregada A VFSM		Santa Maria, RS	1955	P	Sociedade Caritativa e Literaria Sao Francisco de Assis Zona Norte
Faculdade de Enfermagem Sagrado Coracao		Bauru, SP	--	P	Instituto das Apostolas do Sagrado Coracao de Jesus
Faculdade de Enfermagem Sao Jose		Sao Paulo, SP	1959	P	Sociedade de Instrucao Popular e Beneficencia
Faculdade de Engenharia		Itauna, MG	1968	P	Fundacao de Ensino Superior de Itauna
"	Civil de Alfenas	Alfenas, MG	1974	S	Fundacao de Ensino e Tecnologia de Alfenas
"	Civil de Araraquara	Araraquara, SP	1970	P	Associacao Escola de Agrimensura de Araraquara
"	Civil de Barra do Pirai	Barra do Pirai, RJ	1968	P	Fundacao Educacional Rosemar Pimentel
"	Civil de Itajuba	Itajuba, MG	1973	S	Fundacao de Ensino e Pesquisa de Itajuba
"	Civil de Nova Iguacu	Nova Iguacu, RJ	1972	P	Fundacao Educacional Rosemar Pimentel
"	Civil de Passos	Passos, MG	--	S	Fundacao de Ensino Superior de Passos
"	Civil e Industrial de Itatiba	Itatiba, SP	1971	P	Casa de Nossa Senhora da Paz Acao Social Franciscana
"	da Fundacao Armando Alvares Penteado	Sao Paulo, SP	1967	P	Fundacao Armando Alvares Penteado
"	da Fundacao Mineira de Educacao e Cultura	Contagem, MG	1966	P	Fundacao Mineira de Educacao e Cultura
"	de Barretos	Barretos, SP	1966	M	Fundacao Educacional de Barretos
"	de Bauru	Bauru, SP	1967	M	Fundacao Educacional de Bauru
"	de Blumenau	Blumenau, SC	1973	M	Fundacao Educacional da Regiao de Blumenau

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Faculdade de Engenharia de Ituiutaba	Ituiutaba, MG	1973	S	Fundacao Educacional de Ituiutaba
" de Joinville	Joinville, SC	1965	S	Fundacao Educacional de Santa Catarina
" de Operacao	Juazeiro do Norte, CE	1976	M	Prefeitura Municipal de Juazeiro do Norte
" de Operacao	Santo Angelo, RS	1975	P	Fundacao Missioneira de Ensino Superior
" de Operacao	Sao Joao del Rei, MG	1976	P	Fundacao Municipal de Sao Joao del Rei
" de Operacao de Sobral	Sobral, CE	1971	M	Fundacao Vale do Acarau
" de Operacao Santa Cecilia	Santos, SP	1971	P	Instituto Superior de Educacao Santa Cecilia
" de Sao Jose dos Campos	Sao Jose dos Campos, SP	1968	P	Fundacao Valeparaibana de Ensino
" de Sao Jose do Rio Preto	Sao Jose do Rio Preto, SP	--	P	Sociedade Riopretense de Ensino Superior
" de Sorocaba	Sorocaba, SP	--	P	Associacao Cultural de Renovacao Sorocabana
" Industrial	Sao Bernardo do Campo, SP	1946	P	Fundacao de Ciencias Aplicadas
" Quimica de Lorena	Lorena, SP	1970	P	Fundacao Centro Vale de Ensino e Pesquisa Quimica Industrial
" Santa Cecilia	Santos, SP	--	P	Instituto Superior de Educacao Santa Cecilia
" Sao Judas Tadeu	Sao Paulo, SP	--	P	Instituto Alberto Mesquita de Camargo
" Sao Paulo	Sao Paulo, SP	1975	P	Sociedade Educacional Sao Paulo
" Souza Marques	Rio de Janeiro, RJ	1967	P	Fundacao Tecnico Educacional Souza Marques
Faculdade de Estudos Sociais	Jaragua do Sul, SC	1976	P	Fundacao Educacional Regional Jaraguaense
Faculdade de Estudos Sociais e Aplicados	Aracaju, SE	--	P	Associacao de Cultura e Ensino Pio X
Faculdade de Farmacia e Bioquimica do Espirito Santo	Vitoria, ES	1967	S	Secretaria de Educacao e Cultura
Faculdade de Filosofia Bernardo Sayao	Anapolis, GO	1961	P	Associacao Educativa Evangelica
Faculdade de Filosofia Ciencias de Sao Bernardo do Campo	Sao Bernardo do Campo, SP	1971	P	Fundacao Educacional Joao Ramalho
Faculdade de Filosofia Ciencias e Letras	Alegrete, RS	1970	P	Fundacao Educacional de Alegrete
"	Bage, RS	1959	P	Fundacao Attila Taborda
"	Belo Horizonte, MG	1972	P	Instituto Cultural Newton de Paiva Ferreira
"	Cachoeira do Sul, RS	1969	P	Fundacao Educacional do Vale do Jacui
"	Formiga, MG	1967	P	Fundacao de Ensino Superior do Oeste de Minas
"	Ituana, MG	1966	P	Fundacao de Ensino Superior de Itauna
"	Palmas, PR	1969	P	Centro Pastoral Educacional e Assistencial Dom Carlos
"	Sao Jose do Rio Pardo, SP	1966	M	Prefeitura Municipal de Sao Jose do Rio Pardo
"	Teofilo Otoni, MG	1966	P	Fundacao Educacional do Nordeste Mineiro
" - Agregada A PUC/RS	Uruguaina, RS	--	P	Consorcio Educacional Fronteira Oeste
" Anderson	Rio de Janeiro, RJ	1974	P	Sociedade Educacional Anderson
" Barao de Maua	Ribeirao Preto, SP	1968	P	Organizacao Educacional Barao de Maua
" Camilo Castelo Branco	Sao Paulo, SP	1971	P	Associacao Itaquerense de Ensino
" Carlos Queiroz	Santa Cruz do Rio Pardo, SP	1971	P	Organizacao Aparecido Pimentel de Educacao e Cultura

	das Fac. Associadas do Ipiranga	Sao Paulo, SP	1971	P	Instituto Educacional Seminario Paulopolitano
"	de Adamantina	Adamantina, SP	1968	M	Prefeitura Municipal de Adamtina
"	de Alegre	Alegre, ES	1973	M	Prefeitura Municipal de Alegre
"	de Alfenas	Alfenas, MG	1972	S	Fundacao de Ensino e Tecnologia de Alfenas
"	de Aracatuba	Aracatuba, SP	1968	M	Instituicao Toledo de Ensino
"	de Araguari	Araguari, MG	1968	M	Fundacao Municipal de Ensino
"	de Arapongas	Arapongas, PR	1968	M	Fundacao Faculdade de Filosofia Ciencias e Letras de Arapongas
"	de Araxa	Araxa, MG	1973	M	Fundacao Cultural de Araxa
"	de Barra do Pirai	Barra do Pirai, RJ	1968	P	Fundacao Educacional Rosemar Pimentel
"	de Barra Mansa	Barra Mansa, RJ	1971	P	Sociedade Barramansense de Ensino Superior
"	de Bebedouro	Bebedouro, SP	1970	P	Organizacao Educacional Barao de Maua
"	de Belo Horizonte	Belo Horizonte, MG	1964	P	Fundacao Cultural de Belo Horizonte
"	de Blumenau	Blumenau, SC	1968	M	Fundacao Educacional da Regiao de Blumenau
"	de Boa Esperanca	Boa Esperanca, MG	1973	M	Fundacao Educacional de Boa Esperanca
"	de Botucatu	Botucatu, SP	1963	P	Instituicao Toledo de Ensino
"	de Cabo Frio	Cabo Frio, RJ	1974	M	Fundacao Educacional da Regiao dos Lagos
"	de Cajazeiras	Cajazeiras, PB	1970	P	Fundacao de Ensino Superior de Cajazeiras
"	de Carangola	Carangola, MG	1972	P	Fundacao Faculdade de Filosofia Ciencias e Letras de Carangola
"	de Caratinga	Caratinga, MG	1968	P	Fundacao Educacional de Caratinga
"	de Caruaru	Caruaru, PE	1961	P	Associacao Diocesana de Ensino E Cultura de Caruaru
"	de Cataguases	Cataguases, MG	1972	P	Fundacao Faculdade de Filosofia Ciencias e Letras de Cataguases
"	de Catanduva	Catanduva, SP	1967	M	Prefeitura Municipal de Catanduva
"	de Colatina	Colatina, ES	1975	M	Prefeitura Municipal de Colatina
"	de Cruzeiro	Cruzeiro, SP	1972	P	Instituto de Ensino Superior de Cruzeiro Sociedade Civil
"	de Cruz Alta	Cruz Alta, RS	1969	P	Associacao de Professores de Cruz Alta
"	de Divinopolis	Divinopolis, MG	1966	S	Fundacao Faculdade de Filosofia Ciencias e Letras de Divinopolis
"	de Duque de Caxias	Duque de Caxias, RJ	1972	P	Fundacao Educacional de Duque de Caxias
"	de Governador Valadares	Governador Valadares, MG	1971	P	Fundacao Percival Farquhar
"	de Guarabira	Guarabira, PB	1970	M	Fundacao Educacional de Guarabira
"	de Guarulhos	Guarulhos, SP	1971	O	Associacao Educacional Presidente Kennedy
"	de Guaxupe	Guaxupe, MG	1964	P	Fundacao Educacional Guaxupe
"	de Ijui	Ijui, RS	1971	P	Fundacao de Integracao Desenvolvimento e Educacao do Noroeste do Estado
"	de Itajuba	Itajuba, MG	1965	S	Fundacao de Ensino e Pesquisa de Itajuba
"	de Itapetininga	Itapetininga, SP	1968	P	Associacao de Ensino de Itapetininga
"	de Itarare	Itarare, SP	1973	P	Associacao Itarareense de Ensino
"	de Itatiba	Itatiba, SP	1972	P	Casa de Nossa Senhora da Paz Acao Social Franciscana
"	de Ituiutaba	Ituiutaba, MG	1970	P	Fundacao Educacional de Ituiutaba

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Faculdade de Filosofia Ciencias e Letras de Ituverava	Ituverava, SP	1971	P	Fundacao Educacional de Ituverava
" de Jahu	Jahu, SP	1966	P	Fundacao Educacional de Jahu
" de Jales	Jales, SP	1970	P	Associacao Educacional de Jales
" de Joinville	Joinville, SC	1968	M	Fundacao Joinvillense de Ensino
" de Lavras	Lavras, MG	1969	S	Fundacao Faculdade de Filosofia Ciencias e Letras de Lavras
" de Lorena	Lorena, SP	1952	P	Inspetoria Salesiana do Sul do Brasil
" de Macae	Macae, RJ	1974	M	Fundacao Educacional Luiz Reid
" de Moema	Sao Paulo, SP	1971	P	Sociedade Brasileira de Educacao e Assistencia
" de Nova Iguacu	Nova Iguacu, RJ	1974	P	Sociedade de Ensino Superior de Nova Iguacu
" de Ouro Fino	Ouro Fino, MG	1972	P	Associacao Sul Mineira de Educacao e Cultura
" de Patos	Patos, PB	1970	P	Fundacao Francisco Mascarenhas
" de Patos de Minas	Patos de Minas, MG	1970	P	Fundacao Educacional de Patos de Minas
" de Patrocinio	Patrocinio, MG	1974	M	Fundacao Educacional de Patrocinio
" de Penapolis	Penapolis, SP	1967	M	Fundacao Educacional de Penapolis
" de Piraju	Piraju, SP	1975	P	Organizacao Pirajuense de Educacao e Cultura
" de Pocos de Caldas	Poco de Caldas, MG	1966	M	Autarquia Municipal de Ensino de Pocos de Caldas
" de Presidente Venceslau	Presidente Venceslau, SP	1972	P	Instituicao Toledo de Ensino
" de Registro	Registro, SP	1972	P	Sociedade de Cultura e Educacao do Litoral Sul
" de Ribeirao Preto	Ribeirao Preto, SP	1969	P	Instituicao Moura Lacerda
" de Santa Cruz do Rio Pardo	Santa Cruz do Rio Pardo, SP	1972	P	Instituicao Toledo de Ensino
" de Santa Cruz do Sul	Santa Cruz do Sul, RS	1970	P	Associacao Pro Ensino de Santa Cruz do Sul
" de Santiago	Santiago, RS	1970	P	Fundacao Educacional de Santiago
" de Santo Amaro	Sao Paulo, SP	1970	P	Organizacao Santamarense de Educacao e Cultura
" de Santo Andre	Santo Andre, SP	1966	P	Fundacao Santo Andre
" de Santo Angelo	Santo Angelo, RS	1969	P	Fundacao Missioneira de Ensino Superior
" de Santos	Santos, SP	1955	P	Sociedade Visconde de Sao Leopoldo
" de Sao Borja	Sao Borja, RS	1970	P	Fundacao Educacional de Sao Borja
" de Sao Caetano do Sul	Sao Caetano do Sul, SP	1969	P	Faculdades de Educacao e Cultura do ABC
" de Sao Gabriel	Sao Gabriel, RS	1970	P	Fundacao Educacional de Sao Gabriel
" de Sao Joao da Boa Vista	Sao Joao da Boa Vista, SP	1971	P	Fundacao Sanjoanense de Ensino
" de Sao Jose dos Campos	Sao Jose dos Campos, SP	1967	P	Fundacao Valeparaibana de Ensino
" de Sao Manuel	Sao Manuel, SP	1973	P	Instituicao Toledo de Ensino
" de Sete Lagoas	Sete Lagoas, MG	1970	P	Fundacao Educacional Monsenhor Messias de Sete Lagoas
" de Sorocaba	Sorocaba, SP	1954	P	Fundacao Dom Aguirre
" de Tatui	Tatui, SP	1971	P	Associacao de Ensino Tatuiense Sociedade Civil
" de Tupa	Tupa, SP	1968	P	Instituicao Tamoios de Ensino e Cultura
" de Uba	Uba, MG	1970	P	Fundacao Presidente Antonio Carlos

"	de Umuarama	Umuarama, PR	1972	P	Associacao Paranaense de Ensino e Cultura
"	de Valenca	Valenca, RJ	1967	P	Fundacao Educacional Dom Andre Arcoverde
"	de Varginha	Varginha, MG	1966	M	Fundacao de Ensino e Pesquisa do Sul de Minas
"	de Vassouras	Vassouras, RJ	1971	P	Fundacao Educacional Severino Sombra
"	de Volta Redonda	Volta Redonda, RJ	1972	P	Fundacao Educacional Rosemar Pimentel
"	do Distrito Federal	Brasilia, DF	1968	P	Centro de Ensino Unificado de Brasilia
"	do Instituto Izabela Hendrix	Belo Horizonte, MG	1972	P	Instituto Metodista Izabela Hendrix
"	do Norte de Minas	Montes Claros, MG	1964	P	Fundacao Norte Mineira de Ensino Superior
"	do Sagrado Coracao de Jesus	Bauru, SP	1954	P	Instituto das Apostolas do Sagrado Coracao de Jesus
"	do Vale do Itajai	Itajai, SC	1965	M	Fundacao de Ensino do Polo Geo Educacional do Vale do Itajai
"	Dom Bosco	Resende, RJ	1974	P	Associacao Educacional Dom Bosco
"	Dom Bosco	Santa Rosa, RS	1970	P	Instituto Educacional Dom Bosco
"	dos Faculdades Zona Leste de SP	Sao Paulo, SP	1971	P	Associacao de Ensino Superior Paulistana
"	Eugenio Pacelli	Pouso Alegre, MG	1972	P	Fundacao de Ensino Superior do Vale do Sapucai
"	Farias Brito	Guarulhos, SP	1970	P	Associacao Paulista de Educacao e Cultura
"	Imaculada Conceicao AG A VFSM	Santa Maria, RS	1955	P	Sociedade Caritativa e Literaria Sao Francisco de Assis Zona Norte
"	Jose Olimpio	Batatais, SP	1973	P	Colegio Sao Jose de Batatais
"	Madre Gertrudes de Sao Jose	Cachoeiro de Itapemirim, ES	1966	P	Associacao Feminina Brasileira de Educacao e Assistencia
"	Mater Divinae Gratiae	Barbecena, MG	1966	P	Fundacao Presidente Antonio Carlos
"	Ministro Tarso Dutra	Dracena, SP	1969	P	Fundacao Dracenense de Educacao e Cultura
"	Nossa Senhora do Patrocinio	Itu, SP	1959	P	Sociedade de Educacao Nossa Senhora do Patrocinio
"	Nove de Julho	Sao Paulo, SP	1972	P	Associacao Educacional Nove de Julho
"	Oswaldo Cruz	Sao Paulo, SP	1969	P	Instituto Educacional Oswaldo Quirino
"	Prof. Carlos Pasquale	Sao Paulo, SP	1972	P	Sociedade Educacional Liceu Academico Sao Paulo
"	Prof. Jose Augusto Vieira	Machado, MG	1968	M	Fundacao Educacional Sul Mineira
"	Prof. Luiz Pardini	Sao Paulo, SP	1972	P	Organizacao Professor Luiz Pardini de Educacao e Cultura
"	Prof. Nair Fortes Abu Nerhy	Alem Paraiba, MG	1973	M	Fundacao Educacional de Alem Paraiba
"	Rui Barbosa	Andradina, SP	1970	P	Sociedade Cultural de Andradina
"	Sao Marcos	Sao Paulo, SP	1971	P	Sociedade Civil de Educacao Sao Marcos
"	Santa Marcelina	Muriae, MG	1961	P	Associacao Santa Marcelina
"	Santana	Sao Paulo, SP	1971	P	Instituto Santanense de Ensino Superior
"	Sao Tomas de Aquino	Uberaba, MG	1949	P	Sociedade Educadora da Infancia e Juventude
"	Souza Marques	Rio de Janeiro, RJ	1968	P	Fundacao Tecnico Educacional Souza Marques

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Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Faculdade de Filosofia Ciencias e Letras Tibirica	Sao Paulo, SP	1972	P	Associacao Tibirica de Educacao
" Tuiuti	Curitiba, PR	1973	P	Sociedade Educacional Tuiuti
" Veiga de Almeida	Rio de Janeiro, RJ	1974	P	Associacao Educacional Veiga de Almeida
Faculdade de Filosofia da Cidade de Goias	Goias, GO	1972	P	Fundacao Educacional da Cidade de Goias
" de Campo Grande	Rio de Janeiro, RJ	1961	P	Fundacao Educacional Campo Grandense
" de Campos	Campos, RJ	1961	P	Fundacao Cultural de Campos
" de Fortaleza	Fortaleza, CE	1973	P	Arquidiocese de Fortaleza
" de Itaperuna	Itaperuna, RJ	1968	M	Fundacao Educacional e Cultural Sao Jose
" de Passos	Passos, MG	1965	S	Fundacao de Ensino Superior de Passos
" de Rio Verde	Rio Verde, GO	1973	M	Fundacao de Ensino Superior de Rio Verde
" do Ceara	Fortaleza, CE	1947	S	Fundacao Educacional do Estado do Ceara
" do Crato	Crato, CE	1960	P	Instituto de Ensino Superior do Cariri
" do Recife	Recife, PE	1941	P	Congregacao de Santa Doroteia do Brasil
" do Vale do Sao Patricio	Ceres, GO	--	P	Associacao Educativa Evangelica
" Dom Aureliano Matos	Limoeiro do Norte, CE	1968	S	Fundacao Educacional do Estado do Ceara
" Dom Jose de Sobral	Sobral, CE	1961	P	Diocese de Sobral
" e Letras	Diamantina, MG	1968	S	Fundacao Educacional do Vale do Jequitinhonha
" Nossa Senhora da Imaculada Conceicao	Viamao, RS	1957	P	Mitra da Arquidiocese de Porto Alegre
" Nossa Senhora do Sion	Campanha, MG	--	M	Fundacao Cultural Campanha de Princeza
" Nossa Senhora Medianeira	Sao Paulo, SP	1955	P	Faculdades Anchieta
" Santa Doroteia	Nova Friburgo, RJ	1967	P	Congrecacao de Santa Doroteia do Brasil Provincia Sul
Faculdade de Formacao de Professores	Sao Goncalo, RJ	1973	S	Centro de Treinamento de Professores do Estado do Rio de Janeiro
"	Vitoria da Conquista, BA	1972	S	Secretaria de Educacao e Cultura da Bahia
" da Mata Sul	Palmares, PE	1972	M	Prefeitura Municipal dos Palmares
" da Vitoria de Santo Antao	Vitoria de Santo Antao, PE	1972	P	Fundacao de Ensino Superior de Vitoria de Santo Antao
" de Alagoinhas	Alagoinhas, BA	1972	S	Secretaria de Educacao e Cultura da Bahia
" de Arcoverde	Arcoverde, PE	1970	M	Prefeitura Municipal de Arcoverde
" de Disciplinas Especializadas	Presidente Prudente, SP	--	P	Associacao Prudentina de Educacao e Cultura
" de Garanhuns	Garanhuns, PE	1967	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco
" de Nazare da Mata	Nazare da Mata, PE	1967	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco
" de Petrolina	Petrolina, PE	1969	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco
" de Primeiro Grau	Penedo, AL	1972	M	Fundacao Educacional do Baixo Sao Francisco
" de 1 Grau	Serra Talhada, PE	--	M	Prefeitura Municipal de Serra Talhada

"	de Primeiro Grau de Arapiraca	Arapiraca, AL	1971	P	Fundacao Educacional do Agreste Alagoano
"	de 1 Grau de Belem do S Francisco	Belem Do Sao Francisco, PE	--	M	Prefeitura Municipal de Belem de Sao Francisco
"	do Instituto Americano de Lins	Lins, SP	1970	P	Instituto Americano de Lins
"	Sao Judas Tadeu	Porto Alegre, RS	1976	P	Instituicao Educacional Sao Judas Tadeu
Faculdade de Formacao Profissional Integrada do Centro Educ. de Niteroi		Niteroi, RJ	1973	P	Fundacao Brasileira de Educacao
Faculdade de Humanidades Pedro II		Rio de Janeiro, RJ	1970	P	Sociedade Educadora Pedro II
Faculdade de Jornalismo Eloy de Souza		Natal, RN	1963	S	Fundacao Jose Augusto
Faculdade de Letras e Educacao de Vacaria		Vacaria, RS	1974	P	Associacao Pro Ensino Superior dos Municipios de Cima da Serra
Faculdade de Medicina de Barbacena da Fundacao Presidente Antonio Carlos		Barbacena, MG	1971	P	Fundacao Presidente Antonio Carlos
"	de Campina Grande	Campina Grande, PB	1968	P	Sociedade Mantenedora da Faculdade de Medicina de Campina Grande
"	de Campos	Campos, RJ	1967	P	Fundacao Benedito Pereira Nunes
"	de Catanduva	Catanduva, SP	1970	P	Fundacao Padre Albino
"	de Itajuba	Itajuba, MG	1968	P	Associacao de Integracao Social de Itajuba
"	de Jundiai	Jundiai, SP	1969	M	Prefeitura Municipal de Jundiai
"	de Marilia	Marilia, SP	1967	P	Fundacao Municipal de Ensino Superior de Marilia
"	de Pelotas - Agregada a UFPEL	Pelotas, RS	1963	P	Instituicao Pro Ensino Superior no Sul do Estado
"	de Petropolis	Petropolis, RJ	1967	P	Fundacao Octacilio Gualberto
"	de Santo Amaro	Sao Paulo, SP	1970	P	Organizacao Santamarense de Educacao e Cultura
"	de Taubate	Taubate, SP	1967	P	Irmandade de Misericordia de Taubate
"	de Teresopolis	Teresopolis, RJ	1970	P	Fundacao Educacional Serra dos Orgaos
"	de Valenca	Valenca, RJ	1968	P	Fundacao Educacional Dom Andre Arcoverde
"	de Vassouras	Vassouras, RJ	1969	P	Fundacao Educacional Severino Sombra
"	do ABC	Santo Andre, SP	1969	P	Fundacao do ABC
"	do Norte de Minas	Montes Claros, MG	1969	P	Fundacao Norte Mineira de Ensino Superior
"	do Triangulo Mineiro	Uberaba, MG	1954	F	Ministerio da Educacao e Cultura
Faculdade de Musica Augusta de Souza Franca		Rio de Janeiro, RJ	1968	P	Conservatorio de Musica de Bonsucesso
"	Carlos Gomes	Sao Paulo, SP	1962	P	Associacao Mantenedora da Faculdade de Musica Carlos Gomes
"	Mae de Deus	Londrina, PR	1965	P	Instituto Social Educativo e Beneficente Novo Signo
"	Marcelo Tupinamba	Sao Paulo, SP	1975	P	Conservatorio Musical Marcelo Tupinamba
"	Mozarteum	Sao Paulo, SP	1974	P	Sociedade Civil Estabelecimento de Ensino Mozarteum

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Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Faculdade de Musica Palestrina	Porto Alegre, RS	1968	P	Liceu Musical Palestrina
" Pio XII	Bauru, SP	1928	P	Instituto das Apostolas do Sagrado Coracao de Jesus
" Santa Cecilia	Pindamonhangaba, SP	1975	P	Sociedade Educadora e Instrutora de Pindamonhangaba
" Santa Marcelina	Botucatu, SP	1963	P	Associacao Santa Marcelina
" Sao Domingos	Cornelio Procopio, PR	1969	P	Sociedade Bemaventurada Imelda
Faculdade de Odontologia	Itauna, MG	1966	P	Fundacao de Ensino Superior de Itauna
" de Campos	Campos, RJ	1972	P	Fundacao Cultural de Campos
" de Caruaru	Caruaru, PE	1960	P	Sociedade Caruaruense de Ensino Superior
" de Governador Valadares	Governador Valadares, MG	1975	M	Fundacao Servicos de Educacao e Cultura
" de Lins	Lins, SP	1954	P	Instituto Americano de Lins
" de Nova Friburgo	Nova Friburgo, RJ	1971	M	Autarquia Municipal de Ensino Superior de Nova Friburgo
" de Pernambuco	Sao Lourenco da Mata, PE	1958	P	Fundacao de Ensino Superior de Pernambuco Universidade de Pernambuco
" de Presidente Prudente	Presidente Prudente, SP	1974	P	Associacao Prudentina de Educacao e Cultura
" de Santa Amaro	Sao Paulo, SP	--	P	Organizacao Santamarense de Educacao e Cultura
" de Santos	Santos, SP	--	P	Centro de Estudos Unificados Bandeirante
" de Valenca	Valenca, RJ	1968	M	Fundacao Educacional Dom Andre Arcoverde
" Joac Prudente	Anapolis, GO	1971	P	Associacao Educativa Evangelica
Faculdade de Pedagogia Ciencias e Letras	Cacador, SC	1972	P	Fundacao Educacional Alto Vale do Rio do Peixe
Faculdade de Professores Para o Ensino Normal	Rio de Janeiro, RJ	1965	S	Secretaria de Educacao do Estado do Rio de Janeiro
Faculdade de Psicologia de Marilia	Marilia, SP	1975	P	Associacao de Ensino de Marilia
Faculdade de Servico Social	Mossoro, RN	--	M	Fundacao Universidade Regional do Rio Grande do Norte
" da Sociedade Unifi. de Ens. Sup. Augusto Motta (SUAM)	Rio de Janeiro, RJ	1974	P	Sociedade Unificada de Ensino Superior Augusto Motta
" de Bauru	Bauru, SP	1963	P	Instituicao Toledo de Ensino
" de Lins	Lins, SP	1959	P	Sociedade Feminina de Instrucao e Caridade
" de Marilia	Marilia, SP	--	P	Associacao de Ensino de Marilia
" de Piracicaba	Piracicaba, SP	1963	P	Diocese de Piracicaba
" de Santa Catarina	Florianopolis, SC	1959	P	Fundacao Vidal Ramos
" de Santos	Santos, SP	1970	P	Sociedade Visconde de Sao Leopoldo
" de Uberlandia	Uberlandia, MG	1972	P	Associacao Brasil Central de Educacao e Cultura
" do Rio de Janeiro	Rio de Janeiro, RJ	1955	P	Organizacao Educacional Barao de Maua
" Ministro Tarso Dutra	Sao Jose dos Campos, SP	1969	P	Fundacao Valeparaibana de Ensino
Faculdade de Tecnologia de Bauru	Bauru, SP	1970	M	Fundacao Educacional de Bauru
" Tecnologia Senador Flaquer	Santo Andre, SP	1974	P	Instituto de Ensino Superior Senador Flaquer
" Turismo da Guanabara	Rio de Janeiro, RJ	1973	P	Organizacao Bandeirante de Tecnologia e Cultura
" Turismo de Belo Horizonte	Belo Horizonte, MG	1974	P	Organizacao Bandeirante de Tecnologia e Cultura

"	Turismo do Litoral Santista	Santos, SP	1972	P	Associacao Educacional do Litoral Santista
"	Turismo do Morumbi	Sao Paulo, SP	1971	P	Organizacao Bandeirante de Tecnologia e Cultura
"	Turismo e Letras do Instituto de Cultura e Ens. Pe. M. Nobrega	Sao Paulo, SP	1973	P	Instituto de Cultura e Ensino Padre Manoel da Nobrega
"	Turismo e Relacoes Publicas do Brooklin	Sao Paulo, SP	1975	P	Organizacao Santamarense de Educacao e Cultura
"	Veterinaria do Ceara	Fortaleza, CE	1963	S	Fundacao Educacional do Estado do Ceara
"	Zootecnia de Uberaba	Uberaba, MG	1975	P	Fundacao Educacional Para o Desenvolvimento das Ciencias Agrarias
Faculdade	Dom Bosco de Educacao Fisica	Brasilia, DF	--	P	Inspetoria Sao Joao Bosco
"	Dom Bosco de Filosofia Ciencias e Letras	Sao Joao Del-Rei, MG	1954	P	Inspetoria Sao Joao Bosco
"	Educacao de Assis	Assis, SP	1972	P	Pontificio Instituto das Missoes
"	Espirito Santense de Administracao	Vitoria, ES	1973	P	Fundacao Social Jose Francisco de Paula
"	Estadual de Ciencias Economicas Contabeis e Adm. de Apucarana	Apucarana, PR	1961	S	Fundacao Faculdade Estadual de Ciencias Economicas de Apucarana
"	Estadual de Direito do Norte Pioneiro	Jacarezinho, PR	1968	S	Fundacao Faculdade Estadual de Direito do Norte Pioneiro
"	Estadual de Educacao Fisica de Jacarezinho	Jacarezinho, PR	1972	S	Fundacao Faculdade Estadual de Educacao Fisica de Jacarezinho
"	Estadual de Filosofia Ciencias e Letras de Cornelio Procopio	Cornelio Procopio, PR	1966	S	Secretaria de Estado de Educacao e Cultura do Estado do Parana
"	Estadual de Filosofia Ciencias e Letras de Guarapuava	Guarapuava, PR	1970	S	Fundacao Faculdade Estadual de Filosofia Ciencias e Letras
"	Estadual de Filosofia Ciencias e Letras de Jacarezinho	Jacarezinho, PR	1960	S	Secretaria de Estado de Educacao e Cultura do Estado do Parana
"	Estadual de Medicina do Para	Belem, PA	1971	S	Fundacao Educacional do Estado do Para
"	Evangelica de Medicina do Parana	Curitiba, PR	1969	P	Sociedade Evangelica Beneficente
"	Federal de Odontologia de Diamantina	Diamantina, MG	1954	F	Ministerio da Educacao e Cultura
"	Francana de Filosofia Ciencias e Letras	Franca, SP	1973	P	Associacao Cultural e Educacional de Franca
"	Ibero-Americana de Letras e Ciencias Humanas	Sao Paulo, SP	1971	P	Centro Hispano-Brasileiro de Cultura
"	Ideal de Letras e Ciencias Humanas	Sao Paulo, SP	1973	P	Instituto de Desenvolvimento Educacional e Assistencial Novo Sao Paulo
"	Integrada de Ciencias Biologicas	Machado, MG	1968	M	Fundacao Educacional Sul Mineira
"	Integrada Tereza Davila	Santo Andre, SP	--	P	Inspetoria Santa Catarina de Senna
"	Luzwell	Sao Paulo, SP	1972	P	Instituto Educacional Luzwell de Ensino Superior
"	Municipal de Educacao Ciencias e Letras de Paranavai	Paranavai, PR	1966	M	Fundacao Faculdade de Educacao Ciencias e Letras de Paranavai
"	Niteroiense de Educacao Letras e Turismo	Niteroi, RJ	1976	P	Associacao Educacional Plinio Leite
"	Niteroiense de Formacao de Professores	Niteroi, RJ	1972	P	Associacao Educacional Plinio Leite
"	Olindense de Administracao	Olinda, PE	1972	P	Associacao Olindense Dom Vital de Ensino Superior
"	Olindense de Formacao de Professores de 1 Grau	Olinda, PE	1973	P	Fundacao de Ensino Superior de Olinda
"	Paulista de Arte	Sao Paulo, SP	1957	P	Academia Paulista de Musica
"	Paulista de Musica	Sao Paulo, SP	1972	P	Associacao Paulistana de Educacao e Cultura
"	Paulista de Servico Social	Sao Paulo, SP	1940	P	Sociedade de Servico Social

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Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Faculdade Paulista de Servico Social de Sao Caetano do Sul	Sao Caetano do Sul, SP	1966	P	Sociedade de Servico Social
" Paulistana de Ciencias e Letras	Sao Paulo, SP	1972	P	Organizacao Paulista de Educacao e Cultura
" Porto - Alegrense de Ciencias Contabeis e Administrativas	Porto Alegre, RS	1971	P	Sociedade Educacional Sul Riograndense
" Porto-Alegrense de Educacao Ciencias e Letras	Porto Alegre, RS	1968	P	Sociedade Educacional Sul Riograndense
" Regina Coeli	Rio de Janeiro, RJ	--	P	Associacao Madre Cabrini
" Regional de Medicina de Sao Jose do Rio Preto	Sao Jose do Rio Preto, SP	1968	P	Fundacao Regional de Ensino Superior da Araraquarense
" Riopretense de Filosofia Ciencias e Letras	Sao Jose do Rio Preto, SP	1972	P	Sociedade Assistencial de Educacao e Cultura
" Tiradentes de Letras	Sao Paulo, SP	--	P	Instituto Bandeirante de Educacao e Cultura
Faculdades Integradas	Belem, PA	1974	P	Sociedade Civil Colegio Moderno
" Alcantara Machado	Sao Paulo, SP	1972	P	Associacao de Cultura e Ensino
" Augusto Motta	Rio de Janeiro, RJ	1970	P	Sociedade Unificada de Ensino Superior Augusto Motta
" Bennett	Rio de Janeiro, RJ	1971	P	Instituto Bennett de Ensino
" Celso Lisboa	Rio de Janeiro, RJ	1972	P	Instituto Superior de Ensino Celso Lisboa
" de Uberaba	Uberaba, MG	1972	P	Sociedade de Educacao do Triangulo Mineiro
" de Marilia	Marilia, SP	--	P	Associacao de Ensino de Marilia
" de Sao Bernardo do Campo	Sao Bernardo do Campo, SP	1971	P	Instituto Metodista de Ensino Superior
" Estacio de Sa	Rio de Janeiro, RJ	1970	P	Sociedade de Ensino Superior Estacio de Sa
" Moacyr Sreder Bastos	Rio de Janeiro, RJ	--	P	Associacao de Ensino de Campo Grande
" Princesa Isabel	Sao Paulo, SP	1971	P	Associacao Princesa Isabel de Educacao e Cultura
" Santo Antonio	Sao Paulo, SP	1973	P	Casa de Nossa Senhora da Paz Acao Social Franciscana
" Simonsen	Rio de Janeiro, RJ	1971	P	Organizacao Brasileira de Cultura e Educacao
Faculdades Metropolitanas Unidas	Sao Paulo, SP	1968	P	Faculdades Metropolitanas Unidas da Associacao Educacional
Faculdades Reunidas Nuno Lisboa	Rio de Janeiro, RJ	1975	P	Sociedade Educacional Professor Nuno Lisboa
Faculdades Sao Judas Tadeu	Sao Paulo, SP	1971	P	Instituto Alberto Mesquita de Camargo
Faculdades Unidas Catolicas de Mato Grosso	Campo Grande, MT	1970	P	Missao Salesiana de Mato Grosso
Federacao das Escolas Federais Isoladas do Estado do Rio de Janeiro	Rio de Janeiro, RJ	1969	F	Ministerio da Educacao e Cultura
Federacao das Escolas Superiores de Ilheus e Itabuna	Ilheus, BA	1974	P	Federacao das Escolas Superiores de Ilheus e Itabuna
Federacao das Escolas Superiores do Maranhao	Sao Luis, MA	1974	S	Governo do Estado do Maranhao
Federacao das Faculdades Braz Cubas	Mogi das Cruzes, SP	1972	P	Sociedade Civil de Educacao Braz Cubas
Federacao de Estabelecimentos de Ensino Superior em Novo Hamburgo (FEEVALE)	Novo Hamburgo, RS	1970	P	Associacao Pro-Ensino Superior em Novo Hamburgo
Fundacao Conservatorio Dramatico e Musical de Sao Paulo	Sao Paulo, SP	1906	P	Fundacao Conservatorio Dramatico e Musical de Sao Paulo
" Escola de Sociologia e Politica	Sao Paulo, SP	--	P	--
" Faculdade de Agronomia Luiz Meneghel	Bandeirantes, PR	1971	M	Fundacao Faculdade de Agronomia Luiz Meneghel
" Faculdade de Ciencias Humanas de Francisco Beltrao	Francisco Beltrao, PR	1976	M	Fundacao Faculdade de Ciencias Humanas de Francisco Beltrao

" Faculdade de Filosofia Ciencias e Letras de Jandaia do Sul	Jandaia do Sul, PR	1967	P	Fundacao Faculdade de Filosofia Ciencias e Letras de Jandaia do Sul
" Faculdade de Filosofia Ciencias e Letras de Mandaguari	Mandaguari, PR	1967	M	Fundacao Faculdade de Filosofia Ciencias e Letras de Mandaguari
" Faculdade Estadual de Filosofia Ciencias e Letras	Uniao da Vitoria, PR	1960	S	Secretaria de Estado de Educacao e Cultura do Estado do Parana
" Faculdade Estadual de Filosofia e Letras de Paranagua	Paranagua, PR	1960	S	Secretaria de Estado de Educacao e Cultura do Estado do Parana
" Faculdade Municipal de Administracao e Ciencias Economicas	Uniao da Vitoria, PR	1975	M	Prefeitura Municipal de Uniao da Vitoria
" Universidade do Rio Grande	Rio Grande, RS	1969	P	Fundacao Universidade do Rio Grande
" Universidade Federal do Acre	Rio Branco, AC	1971	F	Fundacao Universidade Federal do Acre
Instituto Brasileiro de Bibliografia e Documentacao	Rio de Janeiro, RJ	1951	F	Conselho Nacional de Desenvolvimento Cientifico e Tecnologico
Instituto Brasileiro de Estudos e Pesquisas em Gastroenterologia	Sao Paulo, SP	--	P	--
Instituto Champagnat de Estudos Superiores	Belo Horizonte, MG	1974	P	Instituto Champagnat de Estudos Superiores
Instituto de Ciencias e Tecnologia	Mossoro, RN	--	M	Fundacao Universidade Regional do Rio Grande do Norte
" Ciencias Humanas	Mossoro, RN	--	M	Fundacao Universidade Regional do Rio Grande do Norte
" Ciencias Humanas	Sao Paulo, SP	--	P	Organizacao Santamarense de Educacao e Cultura
" Ciencias Sociais	Brasilia, DF	1967	P	Associacao de Ensino Unificado do Distrito Federal
" Ciencias Sociais de Americana	Americana, SP	1972	P	Instituto Salesiano Dom Bosco
" Ciencias Sociais do Parana	Curitiba, PR	1937	P	Fundacao de Estudos Sociais do Parana
" Educacao de Minas Gerais	Belo Horizonte, MG	1970	S	Centro de Recursos Humanos Joao Pinheiro
" Educacao Governador Roberto Silveira	Duque de Caxias, RJ	1966	S	Secretaria de Educacao do Estado do Rio de Janeiro
" Engenharia Paulista	Sao Paulo, SP	--	P	Sociedade Unificada Paulista de Ensino Renovado Objetivo
" Ensino Superior de Mococa	Mococa, SP	1973	P	Fundacao de Ensino de Mococa
" Ensino Superior do Alto Uruguai	Frederico Westphalen, RS	1969	P	Fundacao de Ensino Superior do Alto Uruguai
" Ensino Superior Santo Andre	Santo Andre, SP	1972	P	Organizacao Santoandreense de Educacao e Cultura
" Fisica Teorica	Sao Paulo, SP	--	P	--
" Letras e Artes	Mossoro, RN	--	M	Fundacao Universidade Regional do Rio Grande do Norte
" Matematica Pura e Aplicada	Rio de Janeiro, RJ	1952	F	Conselho Nacional de Desenvolvimento Cientifico e Tecnologico
" Pesquisas da Amazonia	Rio de Janeiro, RJ	1952	F	Conselho Nacional de Desenvolvimento Cientifico e Tecnologico
" Pesquisas Especiais	Sao Paulo, SP	--	F	--
" Psicologia	Joao Pessoa, PB	1972	P	Institutos Paraibanos de Educacao
" Tecnologia de Governador Valadares	Governador Valadares, MG	1968	P	Fundacao Percival Farquhar
Instituto Militar de Engenharia	Rio de Janeiro, RJ	1928	F	Ministerio do Exercito
" Municipal de Ensino Superior	Sao Caetano do Sul, SP	1968	M	Prefeitura Municipal de Sao Caetano do Sul
" Musical de Sao Paulo	Sao Paulo, SP	1964	P	Associacao Instituto Musical de Sao Paulo
" Nacional de Telecomunicacoes de Santa Rita do Sapucai	Santa Rita do Sapucai, MG	1965	P	Fundacao Instituto Nacional de Telecomunicacoes
" Politecnico de Ribeirao Preto	Ribeirao Preto, SP	1967	P	Instituicao Moura Lacerda
" Rio Branco	Brasilia, DF	--	F	Ministerio das Relacoes Exteriores
" Superior de Ciencias Aplicadas	Limeira, SP	1970	P	Associacao Limeirense de Educacao

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Name of institution	Location (city & state)	Year founded	Type[1]	Agency that maintains the institution
Instituto Superior de Ciencias Letras e Artes de Tres Coracoes	Tres Coracoes, MG	1968	S	Fundacao Tricordiana de Educacao
" Superior de Estudos Sociais	Duque de Caxias, RJ	1972	P	Associacao Fluminense de Educacao
" Superior de Estudos Sociais Clovis Bevilacqua	Rio de Janeiro, RJ	1973	P	Sociedade Madeira de Ley
" Tecnologico de Aeronautica	Sao Jose dos Campos, SP	1948	F	Ministerio da Aeronautica
" Unificado Paulista	Sao Paulo, SP	1972	P	Sociedade Unificada Paulista de Ensino Renovada Objetivo
" Universitario de Pesquisas do Rio de Janeiro	Rio de Janeiro, RJ	--	P	--
Museu Historico Nacional	Rio de Janeiro, RJ	1932	F	Museu Historico Nacional
Pontificia Universidade Catolica de Campinas	Campinas, SP	1955	P	Sociedade Campineira de Educacao e Instrucao
Pontificia Universidade Catolica de Sao Paulo	Sao Paulo, SP	1946	P	Fundacao Sao Paulo
Pontificia Universidade Catolica do Rio de Janeiro	Rio de Janeiro, RJ	1940	P	Sociedade Civil Faculdades Catolicas
Pontificia Universidade Catolica do Rio Grande do Sul	Porto Alegre, RS	1948	P	Uniao Sul-Brasileira de Educacao e Ensino
Uniao da Associacao de Ensino de Ribeirao Preto	Ribeirao Preto, SP	1971	P	Associacao de Ensino de Ribeirao Preto
Uniao das Faculdades Francanas	Franca, SP	1975	P	Associacao Cultural e Educacional de Franca
Universidade Catolica de Goias	Goiania, GO	1960	P	Sociedade Goiana de Cultura
" de Pelotas	Pelotas, RS	1960	P	Mitra Diocesana de Pelotas
" de Pernambuco	Recife, PE	1951	P	Centro de Educacao Tecnica e Cultural
" de Petropolis	Petropolis, RJ	1962	P	Mitra Diocesana de Petropolis
" de Minas Gerais	Belo Horizonte, MG	1958	P	Sociedade Mineira de Cultura
" de Salvador	Salvador, BA	1961	P	Associacao Universitaria e Cultural da Bahia
" do Parana	Curitiba, PR	1960	P	Sociedade Paranaense de Cultura
Universidade de Brasilia	Brasilia, DF	1962	F	Fundacao Universidade de Brasilia
" de Caxias do Sul	Caxias do Sul, RS	1967	P	Fundacao Universidade de Caxias do Sul
" de Fortaleza	Fortaleza, CE	1973	P	Fundacao Educacional Edson Queiroz
" de Mogi das Cruzes	Mogi das Cruzes, SP	1973	P	Organizacao Mogiana de Educacao e Cultura
" de Passo Fundo	Passo Fundo, RS	1968	P	Fundacao Universidade de Passo Fundo
" de Sao Paulo	Sao Paulo, SP	1934	S	Governo do Estado de Sao Paulo
" de Taubate	Taubate, SP	--	M	Prefeitura Municipal de Taubate
" de Uberlandia	Uberlandia, MG	1969	P	Fundacao Universidade de Uberlandia
" do Amazonas	Manaus, AM	1965	F	Fundacao Universidade do Amazonas
" do Estado do Rio de Janeiro	Rio de Janeiro, RJ	1950	S	Fundacao Universidade do Estado do Rio de Janeiro
" do Maranhao	Sao Luis, MA	1966	F	Fundacao Universidade do Maranhao
" do Vale do Rio dos Sinos	Sao Leopoldo, RS	1969	P	Sociedade Antonio Vieira
" Estadual de Campinas	Campinas, SP	1966	S	Governo do Estado de Sao Paulo
" Estadual de Feira de Santana	Feira de Santana, BA	1976	S	Fundacao Universidade Estadual de Feira de Santana
" Estadual de Londrina	Londrina, PR	1971	S	Fundacao Universidade Estadual de Londrina
" Estadual de Maringa	Maringa, PR	--	S	Fundacao Universidade Estadual de Maringa
" Estadual de Mato Grosso	Campo Grande, MT	1970	S	Universidade Estadual de Mato Grosso

" Estadual de Ponta Grossa	Ponta Grossa, PR	1970	S	Secretaria de Estado de Educacao e Cultura do Estado do Parana
" Estadual Paulista Julio de Mesquita Filho	Sao Paulo, SP	--	S	Governo do Estado de Sao Paulo
Universidade Federal da Bahia	Salvador, BA	1946	F	Ministerio da Educacao e Cultura
" da Paraiba	Joao Pessoa, PB	1960	F	Ministerio da Educacao e Cultura
" de Alagoas	Maceio, AL	1961	F	Ministerio da Educacao e Cultura
" de Goias	Goiania, GO	1960	F	Ministerio da Educacao e Cultura
" de Juiz de Fora	Juiz de Fora, MG	1960	F	Ministerio da Educacao e Cultura
" de Mato Grosso	Cuiaba, MT	1971	F	Fundacao Universidade Federal de Mato Grosso
" de Minas Gerais	Belo Horizonte, MG	1927	F	Ministerio da Educacao e Cultura
" de Ouro Preto	Ouro Preto, MG	1969	F	Fundacao Universidade Federal de Ouro Preto
" de Pelotas	Pelotas, RS	1969	F	Fundacao Universidade Federal de Pelotas
" de Pernambuco	Recife, PE	1946	F	Ministerio da Educacao e Cultura
" de Santa Catarina	Florianopolis, SC	1932	F	Ministerio da Educacao e Cultura
" de Santa Maria	Santa Maria, RS	1961	F	Ministerio da Educacao e Cultura
" de Sao Carlos	Sao Carlos, SP	1968	F	Fundacao Universidade Federal de Sao Carlos
" de Sergipe	Aracaju, SE	1968	F	Fundacao Universidade Federal de Sergipe
" de Vicosa	Vicosa, MG	1969	F	Fundacao Universidade Federal de Vicosa
" do Ceara	Fortaleza, CE	1954	F	Ministerio da Educacao e Cultura
" do Espirito Santo	Vitoria, ES	1961	F	Ministerio da Educacao e Cultura
" do Para	Belem, PA	1957	F	Ministerio da Educacao e Cultura
" do Parana	Curitiba, PR	1912	F	Ministerio da Educacao e Cultura
" do Piaui	Terezina, PI	1971	F	Fundacao Universidade Federal do Piaui
" do Rio de Janeiro	Rio de Janeiro, RJ	1920	F	Ministerio da Educacao e Cultura
" do Rio Grande do Norte	Natal, RN	1958	F	Ministerio da Educacao e Cultura
" do Rio Grande do Sul	Porto Alegre, RS	1896	F	Ministerio da Educacao e Cultura
" Fluminense	Niteroi, RJ	1960	F	Ministerio da Educacao e Cultura
" Rural de Pernambuco	Recife, PE	1947	F	Ministerio da Educacao e Cultura
" Rural do Rio de Janeiro	Itaguai, RJ	1943	F	Ministerio da Educacao e Cultura
Universidade Gama Filho	Rio de Janeiro, RJ	1972	P	Sociedade Universitaria Gama Filho
Universidade Mackenzie	Sao Paulo, SP	1952	P	Instituto Mackenzie
Universidade Metodista de Piracicaba	Piracicaba, SP	1975	P	Instituto Educacional Piracicabano
Universidade Regional do Nordeste	Campina Grande, PB	1973	M	Fundacao Universidade Regional do Nordeste
Universidade Santa Ursula	Rio de Janeiro, RJ	1939	P	Associacao Universitaria Santaursula

[1]Type refers to F (Federal), S (State), M (Municipal) and P (Private).

GLOSSARY OF BRAZILIAN (PORTUGUESE) EDUCATIONAL TERMS

Brazilians write the abbreviations of their ordinal numerals above the number. Examples:

1ª *série* = *primeira série* (first year). The elevated "a" is the feminine ending of the word *"primeira"*.

2º *grau* = *segundo grau* (second level or grade). The elevated "o" is the masculine ending of the word *"segundo"*.

Americans follow a similar pattern in the use of "1st" for "first", "2nd" for "second", etc.

Abandonó justificado (or *abandonó com aproveitamento*) — Withdrawal (from a course) with justification (or with approval).

Adjunto — Associate professor.

Administração de empresas — Business administration.

Administração hospitalar — Hospital administration.

Agrimensura — Land surveying.

Agrimensor — Land surveyor. Professional title; see *titulo*.

Agronomia — Agriculture.

Agrónomo — Agronomist. Professional title; see *titulo*.

Alemão — German.

Aluna, aluno — Student (feminine and masculine).

Aluno transferido — Transfer student.

Ano — Year; a year's program of study in elementary and higher education levels. (Also see *série*).

Ano de conclusao — Year of termination.

Ano do ingreso — Year of enrollment.

Ano letivo — School year.

Aperfeiçoamento — Extension course; improvement.

Aprendiz — Apprentice.

Aprendizagem — Learning process through apprenticeship.

Aprovado — Approved; passing.

Arqueologia — Archeology.

Arqueologo — Archeologist. Professional title; see *titulo*.

Arquitetura — Architecture.

Arquiteto — Architect. Professional title; see *título*.

Artes cenicas — Scenic arts.

Artes plásticas — Plastic arts.

Assiduadade — Attendance.

Assinatura — Signature.

Assistente Social — Social Attendant. Professional title in social work; see *título*.

Atestado — Certificate attesting to some fact.

Aulas — Classes.

Auxiliar — Assistant.

Auxiliar Tecnico — Technical Assistant; see *Certificado de Auxiliar Técnico*.

Avaliação — Evaluation; assessment.

Bacharel — Title or degree awarded upon completion of higher education bachelor's program; see also *Licenciado*.

Bacharelado — Name of the curriculum that leads toward the *bacharel*.

Belas artes — Fine arts.

Biblioteca — Library.

Bibliotecário — Librarian. Professional title; see *título*.

Biblioteconomia — Library science.

Bom (Muito bom) — Good. (Very good.)

Carga horária semestral — Semester hour load.

Casado (a) — Married.

Catedrático — Chaired professor (old system).

Centro escolar — Learning center serving a group of schools where professional training is offered.

Certificado de Auxiliar Técnico — Certificate of Technical Assistant; one of the five kinds of secondary school diplomas.

Certificado de Conclusão de 2º Grau — Certificate of Conclusion of 2nd Level; one of the five kinds of secondary school diplomas.

Certificado de Conclusão de Residência Médica — Certificate of Medical Residency; awarded to physicians after one or two years of residency study and training.

Certificado de Curso Colégial — Certificate awarded on completion of secondary level of study prior to 1971.

Certificado de Habilitação Básica — Certificate of Basic Professional Qualification; one of the five kinds of secondary school diplomas.

Ciclo básico — Basic cycle; refers to the phase of university studies before entering the major field.

Ciclo profissional — Upper phase of undergraduate study or major field.

Ciências — Sciences.

Cirurgiao Dentista — Dental Surgeon. Professional title; see *título*.

Código — Code.

Colégio — Literally, "college," but usually refers to institutions offering primary and/or secondary level study; usually private schools.

Comunicação — Communication.

Conceito ..... Concept. Descriptive term for a grade, such as "superior".

Concurso de habilitação ..... Entrance examination for admission to institution of higher education (see also *exame vestibular*).

Contabil (pl., *contabeis*) ..... Accounting.

Contabilidade ..... Accounting; bookkeeping.

Contador ..... Accountant. Professional title; see *título*.

Corpo discente ..... Student body.

Corpo docente ..... Teaching staff; faculty.

Credenciais ..... Credentials.

Crédito ..... Academic credit.

Cruzeiro ..... Literally, "cross." The Brazilian monetary unit.

Currículo por áreas ..... Curriculum by areas; refers to teaching methodology in grades 5-8.

Cursinho ..... Literally, "little course." Term used to designate courses designed to prepare students for university admissions tests (*vestibular*).

Curso ..... Program of study; course or subject.

Curso Científico ..... Senior high school academic course with emphasis on sciences prior to 1971.

Curso Clásico ..... Senior high school academic course with emphasis on humanities prior to 1971.

Curso Normal ..... Term used to designate training for elementary school teachers below the university level.

Curso Primário ..... Elementary school program (grades 1-8 since 1971).

Curso Secundário ..... Secondary school program (grades 9-11 and sometimes an additional year since 1971).

Cursos instrumentais ..... General education subjects relevant to a particular area of professional training (especially in 2º *grau*).

Cursos profissionalizantes ..... Professional training courses (especially in 2º *grau*).

Dados ..... Data.

Dançarino Profissional ..... Dancer. Professional title; see *título*.

Data ..... Date.

Dependência ..... Deficiency; failure in a course.

Desabonar ..... To reflect poorly, discredit; this word may appear in comments section of a transcript.

Desenhador Industrial ..... Industrial Designer. Professional title; see *título*.

Desenho ..... Design; drawing; drafting.

Desestente ..... Dropped out.

Didática ..... Term equivalent to U.S. course(s) in methods of teaching in education; didactics.

Diploma Convênio Cultural ... Diploma awarded to foreign students; registered on back by university only, not by Ministry of Education and Culture.

Diploma de Professor do Ensino de 1º Grau ..... Diploma of Instruction of the First Level; one of the five kinds of secondary school diplomas.

Diploma de Técnico de 2º Grau ..... Diploma of Technician of the 2nd Level; one of the five kinds of secondary school diplomas.

Direito ..... Law.

Diretor ..... Director; administrative head of a school.

Disciplina ..... Course or subject taught in a school.

Dispensado ..... Excused (from course); exempted.

Dissertação ..... Dissertation; may refer to master's level thesis.

Domínio conexo ..... Minor field.

Doutor ..... Title of one who has earned doctor's degree; literally, "doctor".

Doutorado ..... Person who has earned the doctor's degree; literally one who has been "doctored."

Duração ..... Duration or length of a course.

Economia domestica ..... Home economics.

Economista ..... Economist. Professional title; see *título*.

Educação ..... Education.

Educação física ..... Physical education.

Educação geral ..... General education (especially in 2º *grau*).

Eletivo ..... Elective.

Enfermagem ..... Nursing.

Enfermeiro ..... Nurse. Professional title; see *título*.
- " *Médico-cirurgico* ..... Medical-surgical nurse.
- " *Obstétrica* ..... Obstetrical nurse.
- " *de Saúde Pública* ..... Public health nurse.

Engenharia ..... Engineering.

Engenheiro ..... Engineer. Professional title; see *título*.
- " *Agrícola* ..... Agricultural engineer.
- " *Civil* ..... Civil engineer.
- " *Minas* ..... Mining engineer.
- " *Eletrico* ..... Electrical engineer.
- " *Mecânico* ..... Mechanical engineer.
- " *Metalúrgico* ..... Metalurgical engineer.
- " *Químico* ..... Chemical engineer.
- " *de Operação* ..... Operational engineer.
- " *Florestal* ..... Forest engineer.
- " *de Produção* ..... Production engineer.

Ensino médio ..... Prior to 1971, term used for middle-level secondary education; after 1971 for secondary level (see also *segundo grau*).

Ensino primario ..... Elementary education.

Ensino superior ..... Higher education.

Ensino supletivo ..... Supplemental education; adult education for people who did not complete elementary or secondary education while of the usual school age; also, training or education for people who have completed their formal education but wish upgrading or additional professional training.

Escola ..... School.

Escola de aprendizagem ..... Apprentice school for training of various skills.

Escola isolada ..... Isolated school. Refers to "one room" type of elementary schooling in rural areas.

Escola normal ..... Normal school; an institution offering primary teacher training.

Escola primária ..... Elementary school (see also *primeiro grau*).

Escola reunida ..... Collective school.

Escola secundária ..... Term used prior to 1971 to refer to secondary school beyond elementary level (see also *segundo grau*).

Escultor ..... Sculptor. Professional title; see *título*.

Escultura ..... Sculpture.

Especialização ..... Specialization. Often refers to "extension" courses for university graduates.

Estabelecimento de ensino ... Literally, "establishment of instruction or teaching." Means a school.

Estabelecimentos isolados .... Isolated (or independent) schools; usually refers to higher education.

Estado estadual ..... State; belonging to the state.

Estágio ..... Supervised practical training in cooperation with business, industry or schools.

Estudos sociais ..... Social studies.

Exame de admissão ..... Admission examination.

Exame final ..... Final exam.

Exame parcial ..... Interim examination; loose translation—"mid-term" exam.

Exame vestibular ..... Entrance examination for higher education.

Excedente ..... Surplus.

Exigido ..... Required; needed.

Faculdade ..... Literally, faculty. A school of higher education. Since 1968, the terms *faculdade*, *escola* and *instituto* have been used interchangeably.

Farmácia ..... Pharmacy.

Farmacêutico ..... Pharmacist. Professional title; see *título*.
" *Industrial* ..... Industrial pharmacist.
" *Bioquímico* ..... Biochemical pharmacist.

Federação ..... Federation.

Ficha cumulativa ..... Permanent cumulative record.

Filha ..... Daughter.

Filho ..... Son.

Filiação ..... Parentage; child of.

Filosofia ..... Philosophy.

Física ..... Physics.

Fisioterápia ..... Physical therapy.

Formação especial ..... Literally, "special training." Term used for courses in *segundo grau* that give professional or vocational training.

Frequência ..... Attendance.

Fundação ..... Foundation.

Geólogo ..... Geologist. Professional title; see *título*.

Geral ..... General.

Ginásio ..... Before 1971, a school offering the first level of secondary education.

Graduação (or curso de graduação) ..... Undergraduate level program of study.

Grau ..... Grade, degree or title. Loosely: "level".

Grupos escolares ..... Grouped schools.

Habilitação básica ..... Basic qualifications (used with reference to 2º *grau*).

Habilitação em Educação de Excepcionais ..... Professionally qualified in an area of special education.

Habilitação profissional ..... Acquisition of right to practice a profession.

Histórico escolar ..... Transcript; student record.

Inglés ..... English.

Insuficiente ..... Poor (student grade indicating insufficient performance).

Lição ..... Lesson.

Licenciado ..... Degree comparable with U.S. bachelor's for prospective elementary and secondary school teachers.

Licenciatura ..... Program leading to the *licenciado*.
" *curta* ..... Short *licenciatura*. An undergraduate program 2-3 years in length.
" *plena* ..... Complete *licenciatura* program.

Liceu ..... Secondary school; term not presently used.

Língua estrangeira ..... Foreign language.

Livre Docente ..... Professor with doctoral degree who has written and defended a special dissertation which grants title of "*livre docente*."

Livro didáctico ..... Textbook.

Local de nascimento ..... Birthplace.

Mãe ..... Mother.

Magistério ..... Vocation of teaching.

Matéria ..... Subject.

Matrícula ..... Matriculation.

Matrícula com dependência .. Deficiency, indicating failure of one to three academic subjects.

Matrícula por disciplina ..... Enrollment on a course-by-course basis.

Mau ..... Literally, "bad." Refers to a failing grade.

Médico ..... Doctor or physician.

Média ..... Grade or point average.

Média final ..... Final average.

Médio global acumulado ..... Overall cumulative average.

Menção com distinção ..... Special mention; outstanding achievement.

Menção com distinção e com louvor ..... Special mention with honors.

Menção honrosa ..... Outstanding achievement.

Mestrado ..... Person who has earned the master's degree; literally, one who has been "mastered."

Mestre ..... Title of one who has earned the master's degree; literally, "master."

Metodologia ..... Methodology.

Música ..... Music.
" *Instrumento* ..... Instrumental music.
" *Canto* ..... Voice.
" *Composição* ..... Composition.

Não ..... No; not.

Nivel ..... Level.

Nota ..... Grade or mark.

Núcleo comum ..... Core courses (especially in 2º *grau*).

Nutrição ..... Nutrition.

Nutricionista ..... Nutritionist. Professional title; see *título*.

Observações ..... Observations; comments.

Obtido ..... Obtained.

Opção ..... Option.

Optativo ..... Elective.

Orientação educacional ..... Educational and vocational counseling.

Pai ..... Father.

Parcial ..... Partial.

Particular ..... Private.

Parecer ..... Literally, "opinion." Often precedes a number indicating an interpretation or article of a law or regulation.

Pedagogia ..... Pedagogy; education.

Período de férias ..... School vacation.

Período letivo ..... School year.

Pos-graduação (or *curso de pos-graduação*) ..... Graduate level program of study.

Primeiro ciclo de estudos ..... Basic cycle of undergraduate studies.

Primeiro ciclo geral ..... Basic cycle of undergraduate studies.

Primeiro grau (1º *grau*) ..... First level. Term currently being used to denote elementary school (grades 1-8).

Processamento de dados ..... Data processing.

Professor, Professora (fem.) ..... Title of teachers on all levels.

Prova ..... Test; examination.

Prova parcial ..... Mid-term test or examination.

Psicólogo ..... Psychologist. Professional title; see *título*.

Química ..... Chemistry.

Químico ..... Chemist. Professional title; see *título*.

Reconhecimento ..... Recognition; a term used when the Federal Council of Education officially recognizes a Brazilian institution of higher education.

Recuperação preventiva (or) *paralela* ..... Remedial work offered during the academic year.

Regular ..... Average.

Reitor ..... Rector (the chief officer of a university).

Reprovado ..... Failed.

Secretaria de Cursos ..... Literally, "Secretary of Courses." Position comparable to registrar in a U.S. institution.

Segundo grau (2º *grau*) ..... Second level. Current term designating second school level (grades 9-11 and sometimes 12).

Sem rendimento ..... Without results; without accomplishment.

Sensu lato ..... Literally, "wide sense." Study beyond a university first degree but not considered graduate level in either the Brazilian or American sense.

Sensu stricto ..... Literally, "strict sense." Study beyond a university first degree that is considered graduate level in the strict sense; i.e., it leads towards a master's or doctoral degree.

Série ..... Literally, "series." Means a year's program of study (see also *ano*).

Serviço social ..... Social service.

Sofrível ..... A below average grade that is barely passing.

Teatro ..... Theatre.

Técnico ..... Technician.

Tempo integral ..... Full-time teaching or study.

Tempo parcial ..... Part-time teaching or study.

Tese ..... Thesis; may refer to doctoral level dissertation.

Título ..... Professional title or degree. In many disciplines a *título* is awarded to denote completion of a degree program at the first level of higher education. These titles may be considered comparable in level to the U.S. bachelor's degree. (See section on "Certificates, Degrees and Titles.")

Trancamento	Withdrawal (from a course).
Transferência especial	Transfer student; usually applied to children of Brazilian military or government personnel transferred in the line of duty.
Universidade	University; an institution comprised of more than one (usually several) schools of higher education.
Vestibular	University entrance examination (see section on "Entrance Examinations").
Veterinário	Veterinarian. Professional title; see *título*.

SELECTED REFERENCES

Some sixty-five books, monographs and papers, both in English and in Portuguese, were used by workshop participants in the preparation of this report. Only those that were the most helpful and that are accessible are listed here. Readers who would like a copy of the entire list of references, especially readers of Portuguese, are encouraged to write to the team leader for Brazil: Ralph Henderson, Associate Director of Admissions, University of Missouri-Kansas City, Kansas City, MO 64110.

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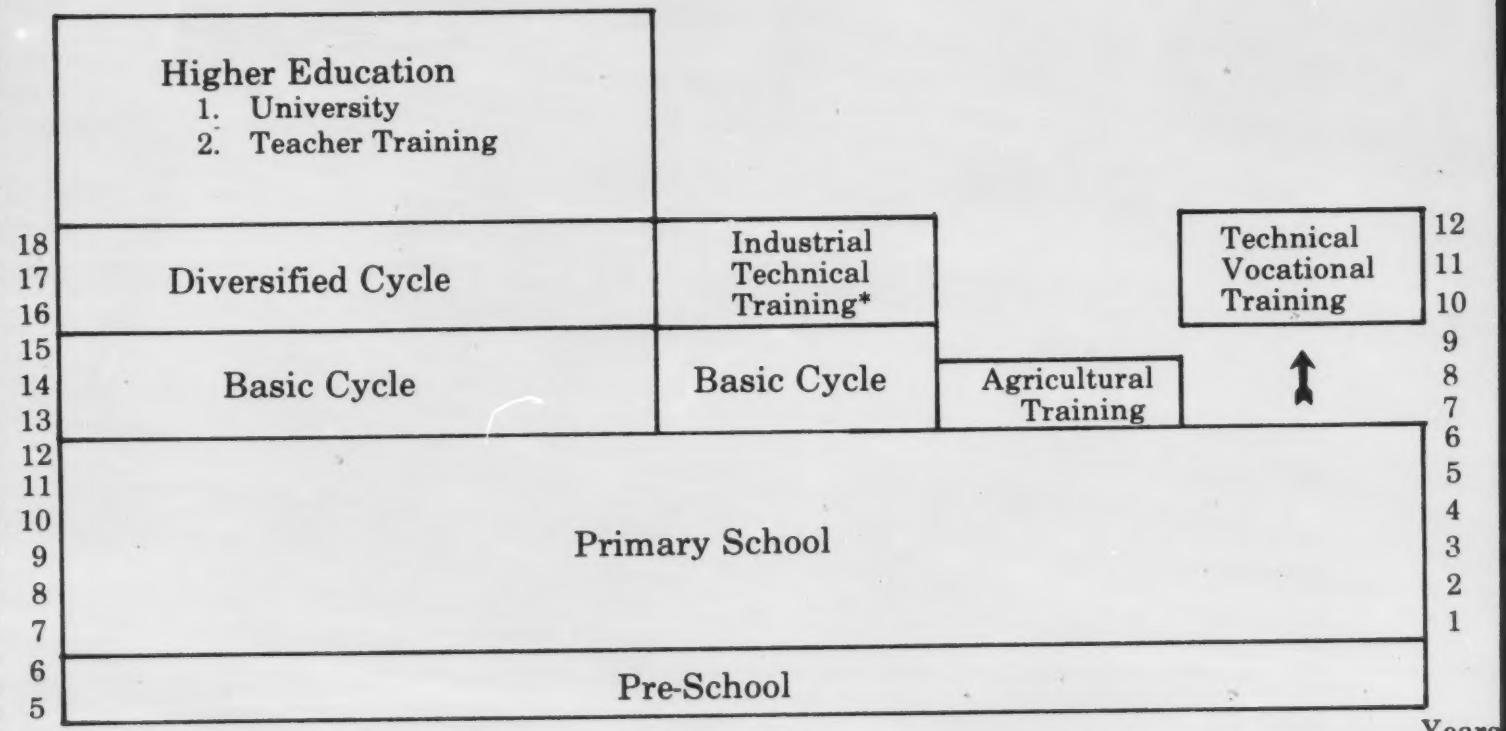
paraguay

STRUCTURE OF THE PARAGUAYAN EDUCATIONAL SYSTEM



*No more diplomas to be awarded after 1978.

REPUBLIC OF PARAGUAY

[*Editor's note:* The glossary for this report on Paraguay is combined with the glossary prepared for Uruguay, and can be found at the end of the report on Uruguay.]

FACTS ABOUT THE COUNTRY

GEOGRAPHY

Location: Central South America bordered by Brazil on the east, Argentina to the south and west, and Bolivia to the north.

Size: 157,047 square miles (or 406,750 square kilometers), comparable to California.

Natural resources: Forest and large hydroelectric potential, but no mineral deposits.

Industry: Limited light manufacturing.

Agriculture: Livestock raising is the principal activity. Among crops, cotton, maize, sugar cane and soybeans are the most important. Forestry production is growing significantly.

Paraguay, seventh in size among South American countries and like Bolivia, is one of the continent's two inland nations. It is essentially a riverine country dominated by the Paraná-Paraguay river-system which flows southward to the Río de la Plata, providing Paraguay with access to the Atlantic Ocean. The country is divided by the Paraguay River into two distinct geographical regions: the Chaco, a semi-arid plain to the northwest, and the semi-tropical eastern region comprised of usually fertile, gently-rolling topography dominated by wooded hills, tropical forests and grasslands.

The Paraguayan economy is currently at a significant transition point with future prospects remarkably favorable because of the huge hydroelectric potential currently under development. The construction of dams jointly with Brazil and Argentina is expected to generate enormous amounts of electrical energy. The Itaipu complex being built with Brazil on the Paraná River will be the largest in the world when completed by 1989 generating between 72 and 80 billion kilowatt-hours annually. While the availability of this electric power will improve the country's domestic production, Paraguay will export most of this energy to Brazil and Argentina.

The nation is divided into sixteen regional departments, each headed by an administrator appointed by the president.

PEOPLE

Population: 2.8 million (1977 estimate).

Annual growth rate: 3.1%

Life expectancy: 62 years.

Ethnic groups: Homogenous mixture of Spanish and Guarani Indians.

Religion: Primarily Roman Catholic.

Language: Spanish and Guarani, 50% bilingual.

Literacy: 78%

While Paraguay has one of the highest land/man ratios in South America, about 50% of the population is located within a 100-mile radius of the capital city of Asunción on the eastern side of the Paraguay River. The Chaco region comprises 60% of the land area, but only 3% of the population. Total urban population is estimated at just over 36%, primarily in Asunción. Unlike other South American nations, no urban explosion is occurring or is anticipated.

Currently, Paraguay's national wealth is unevenly distributed and its per capita income is the second lowest in South America. Remarkably, however, such welfare indices as daily protein consumption and caloric intake are exceptionally high in relation to other South American countries.

While the population remains essentially rural, a significant urban middle class has been evolving. There is an upper class, but there is no traditional oligarchy of old families based on large land holdings with the resultant concentration of wealth. There are few noticeable differences in living standards or status levels between middle and upper socio-economic groups. The nation's elite is actually made up of a relatively small number of persons who have been prominent in governmental, military and economic activities.

HISTORY

Paraguay originated with the founding of Asunción by the Spanish in 1537. During its early period, Asunción was the administrative and religious center for most of the southern half of the continent. The city was the staging site for settlers who founded other cities in the Río de la Plata region including Buenos Aires. This early domination by Asunción of the area's political and economic life was significant in forming the strongly nationalistic character of the Paraguayan population which has continued to the present.

The nation achieved independence from Spain in 1811. Its subsequent history was one of domination by strong authoritarian leaders, notably José Gaspar Rodríguez de Francia from 1814-1840; Carlos Antonio López from 1841-1862 followed by his son, Francisco Solano López until 1874.

Paraguay's traditional role as a buffer state between Brazil and Argentina, its inherent isolationism and strong nationalism have produced a history of exhaustive warfare. In the War of the Triple Alliance, 1864-1870, against Argentina, Brazil and Uruguay, Paraguay lost 220,000 of an estimated population of 525,000 leaving a remaining ratio of six females for every male. The country eventually repopulated, but then it engaged Bolivia in the Chaco War from 1932-1935. Although Paraguay won the encounter and

gained about 20,000 square miles of the disputed Chaco territory, its population was again decimated.

The tradition of authoritarianism in Paraguay has continued throughout its history to the present day. Its current president, General Alfredo Stroessner, has ruled since 1954.

The nation is governed under the Constitution of 1940 revised and repromulgated in 1967. The government is organized into executive, legislative and judicial branches. The Constitution assigns most power to the executive branch which is dominated by the president who is elected for five-year terms. In addition to the president, the executive branch is comprised of an appointed cabinet and subordinate departments including the Ministry of Education and Worship (*Ministério de Educación y Culto*).

THE EDUCATIONAL SYSTEM

Paraguayan education during the colonial period followed the pattern of other Spanish settlements in that it was administered by the Catholic church. Most notable was the unique system of agricultural communal settlements known as *reducciones* established by the Jesuits to protect the indigenous Indian population from enslavement and to propagate the Roman Catholic faith among them. In the communes, Indians acquired rudimentary agricultural, artistic and musical skills, and a Guarani alphabet from which the written form of the language evolved. These communes existed until 1767 when the Jesuits were expelled from the New World by the king of Spain. Following the expulsion the Indian population again dispersed.

After independence, educating the population was not a primary concern of José Gaspar Rodríguez de Francia. Some primary schools were opened during the regimes of Carlos López and Francisco López, but these closed with the War of the Triple Alliance around 1865. Public secondary schooling was initiated in 1877 and the National University of Asunción was founded in 1889. While the nation's first normal school was created in 1896, a formal educational system was not inaugurated until 1909 when, by law, primary education was made compulsory for urban residents between the ages of 7 and 14 and for rural residents from 9 to 14. The system continued to be developed by means of such laws as those dealing with standards for teachers in 1921; the creation of primary school levels and curriculum in 1924; and vocational education schools in 1931. The 1940 Constitution assigned responsibility for education to the central government. The Ministry of Education and Worship was organized by law in 1943.

All primary and secondary schools, both public and private, are regulated by the Ministry of Education and Worship which is responsible for inspection and approval of syllabi, curricula and performance standards. Agricultural education is administered by the Ministry of Agriculture. Economic development is the government's dominant theme in recent educational reform.

The origins of higher education in Paraguay date back to the colonial period with the founding of the *Real Colegio y Seminario Conciliar de San Carlos* in 1783. While not a university in the regular sense, the school provided secular and religious offerings until it closed during the Triple Alliance War in 1864. Higher learning resumed in 1874 with the opening of a national college for men in Asunción. In 1877, the National College of Secondary and Higher Education was created and, subsequently as a spinoff of the college, a school of law was organized in 1882. Although the National University of Asunción ties its founding to the school of law, the University was officially established by law in 1889 when medicine and mathematics were added as faculties.

In 1960, the Catholic University was founded by the Paraguayan Episcopal Conference with governmental approval and authorization to award degrees and diplomas on a par with those of the National University.

Both universities are, by law, autonomous in the usual Latin American tradition (although the Catholic University is acknowledged to be church-related); however, general supervision is exercised by the Ministry of Education and Worship through its Department of Higher Education. Specifically, the department is charged with inspecting and supervising syllabi and curricula, quality and nature of degrees, evaluation systems, promotions and examinations as well as with implementing laws, decrees and ministerial orders. While the universities are considered to be without external influence, the executive branch approves the budget and appropriates the funds for the National University.

The academic year begins in February and ends in November. A fifteen day vacation is given in July. University students also have a two-week holiday in September.

PRE-PRIMARY AND PRIMARY EDUCATION

Pre-primary education is for children of 5 or 6 years of age. It is a two-year program and is not obligatory. The first year is nursery school and the second year is a pre-school kindergarten program. Most of these programs are located in and around Asunción and are essentially day care centers for working mothers.

Primary education is six years in length. It is legally free and compulsory for children between the ages of 7 and 14. Normal entry is at 7 years of age but some students start later. A high percentage of students begin the first grade but repetition and desertion are chronic problems. Out of every ten students entering the first grade only three complete primary school. By 1980, the government hopes to increase this to five out of ten. Many of the rural schools offer incomplete programs of five or fewer grades.

SECONDARY EDUCATION

Students completing primary education in Paraguay may follow several different tracks at the secondary level. There are terminal vocational programs and either academic or technical programs, both of which provide access to universities.

Table 1

PARAGUAY — BASIC CYCLE (GRADES 7-9)
CLASSES PER WEEK

Old Curriculum	1st Year	2nd Year	3rd Year
Spanish	5	5	5
Natural Science	3	2	3
Mathematics	5	6	5
Social Studies	6	6	9
Artistic Education	5	5	4
Other Activities	3	3	2
Physical Education	2	2	2
Total	29	29	30
New Curriculum			
Spanish	5	5	5
Guarani	2	2	2
Mathematics	5	5	5
Natural Science	4	4	4
Social Studies	5	5	5
Artistic Education	4	4	4
Health	2	2	2
Physical Education	2	2	2
Practical Studies	5	5	5
Other Activities	2	2	2
Total	36	36	36

TERMINAL TECHNICAL - VOCATIONAL EDUCATION

The Law of August 1, 1931 established the first schools of vocational development in Paraguay. Today there are two main centers of vocational/technical training in Paraguay under the direction of the Ministry of Education and both are located at Asunción. One is called the *Escuela Técnica Vocacional* (Technical Vocational School) and the other *Presidente Carlos Antonio López*. The programs in both these technical schools are terminal; they are intended to provide vocational training for adults who have completed primary school. The courses offered do not fulfill requirements of any track in *bachillerato* programs. However, many of the students concurrently enroll in *bachillerato* programs.

To enroll, students must be at least 16 years old. Programs are up to three years in length. Specializations offered are printing, automechanics, bricklaying, woodworking, electricity, welding and ironwork, machine shop, diesel mechanics, plumbing, radio, refrigeration and television. The grading scale is from 0-10. Upon completion of a program, students with an average of 6 or above receive a diploma. Students with averages below 6 receive a certificate of attendance.

A third school, the *Escuela de Técnicas Industriales* (School of Industrial Technicians), offers a six-year program divided into two cycles: the *ciclo básico* (basic cycle) which is more technically oriented than the basic cycle of the regular academic track, and the *ciclo professional* (professional cycle). Specializations are offered in civil construction, industrial chemistry, general mechanics, and electricity.

At the present time, graduation from the *Escuela de Técnicas Industriales* is not recognized for university admission. However, recent reforms have led to the creation of a technical *bachillerato* which will give access to university studies. The first diplomas *(bachiller técnico-industrial)* will be awarded in 1979. (See "Bachillerato Programs", section labelled "Diversified Cycle—Technical Education.")

Numerous other terminal programs are offered at a variety of schools operated by different ministries.

BACHILLERATO PROGRAMS

Secondary school programs of six years in length leading to the *bachiller* diploma are required for university entrance. The first three years are called the *ciclo básico* (basic cycle), and the last three years are called the *ciclo diversificado* (diversified cycle).

In 1973 a law was passed to bring curricular reform to secondary level education. The intent of the reform is

to prepare graduates for employment as well as entrance to university studies. The recent USAID education sector assessment (1976) states that only eleven schools have instituted the new curriculum. Because of problems in the development of materials and teachers it may take ten years before it exists in all schools.

BASIC CYCLE

The curriculum for both the old and the reformed basic cycle is shown in Table 1. Guarani and practical studies have been added in the new schedule and the science component has been strengthened. In order to do this the total number of hours per week has been increased.

DIVERSIFIED CYCLE

The diversified cycle is divided into different tracks. Under the old system there are science and letters (*ciencias y letras*), commerce (*comercial*) and normal school (*escuela normal*). With the present reforms being instituted there will be four basic tracks: humanities and sciences (*humanidades y ciencias*), commerce (*comercial*), technical-industrial (*técnico-industrial*) and agriculture (*agropecuario*). Teacher education is no longer offered at the secondary levels. The curricula are shown in Tables 2 through 5.

Science and Letters: Students completing the *bachillerato humanístico-científico* (humanities and science) will receive a *bachiller* diploma. Under the old program, it is called *ciencias y letras* (science and letters). The curriculum is shown in Table 2. The new program is not expected to be implemented until 1978. This is the traditional academic track.

Commercial Education: The title *bachiller en comercio* was created in 1960. The title that was used prior to 1960 was *contador público* (public accountant). Graduates of the commercial branch of secondary education are admissable only to university faculties of accounting and economics. The old and new curricula are shown in Table 3.

Technical Education: Under the new reformed system, students completing the basic cycle may enter a three-year program leading to the *bachiller técnico-industrial* which gives access to university level education. The only limitations are on which faculties a student may enter. Programs are offered in electricity, electronics, general mechanics, refrigeration, automotive and diesel mechanics, construction (including drafting as one option), chemistry, and pharmaceutics. There are various sub-specialties within these general categories. Table 4 indicates the basic curriculum for all these plans. The distribution of time between technical courses and practical shop courses varies from 38 to 44 class hours per week depending upon the specialty.

At present, no *bachiller técnico-industrial* diplomas have been awarded. The *Colegio Nacional* in Asunción is the first school to introduce the program, and students destined to receive the *bachiller técnico-industrial* entered their first year of the basic cycle in 1977.

Agricultural Education: Previous to the new reform, agricultural education at the secondary level has been offered at the *Colegio Nacional de Agricultura* (National Agriculture School) which operates under the aegis of the Faculty of Agronomy and Veterinary Science at the National University. Students completing the four-year program were given a certificate as *agrónomo* (agronomist). With this certificate, students were eligible to enter only the Faculty of Agriculture and Veterinary Science. Under the new plan, there will be a *bachiller agropecuario* (agricultural) program. Table 5 indicates the basic curriculum in class hours per week.

Normal School: Under the old systems, students completed five years of post-primary study to receive a diploma as a *profesor de enseñanza primaria* (primary school teacher) and seven years for a diploma as a *profesor de enseñanza secondaria* (secondary school teacher). These programs were usually conducted in the morning only. In 1972 normal school programs in Paraguay were changed into post-secondary programs.

GRADING

Two grading scales are used in Paraguayan secondary schools: 1—5 and 0—10:

Paraguayan grading scales				U.S. equivalent	
	0	*Insuficiente* (given only in cases of cheating)			
1	1	*Aplazado*	Failed		
	2	*No Aprobado*			
	3	*Acceptable*			
2	4	*Regular*	Average	C	C-
	5	*Suficiente*			
3	6	*Bueno*	Good	B-	C+
	7				
4	8 9	*Muy Bueno*	Very Good	B	
5	10	*Sobresaliente*	Excellent	A	

At one of the top private schools in Asunción, most students averaged 6 to 7, and the top 15% averaged 8 to 9.

Table 2

PARAGUAY: DIVERSIFIED CYCLE (GRADES 10 - 12)
SCIENCE AND LETTERS (OLD) AND HUMANITIES AND SCIENCES (NEW) TRACK
CLASSES PER WEEK

Old Curriculum	10th Grade	11th Grade	12th Grade
Spanish	4	3	3
Modern Languages	4	4	3
Latin	4	4	3
Mathematics - Trigonometry	3	-	-
Science			
Anatomy & Physiology	3	-	-
Zoology	2	-	-
Biology	-	3	-
Chemistry	-	4	3
Physics	-	4	3
Psychology	-	-	3
Cosmology	-	-	2
Letters			
Geography	3	-	-
History (Medieval)	3	-	-
History (Modern)	-	3	-
Philosophy	-	3	3
Economics	-	-	2
History (Paraguay)	-	-	3
Civics	2	-	-
Physical Education	2	2	2
Totals	30	30	30
New Curriculum			
Spanish	5	4	3
Modern Language	3	3	3
Mathematics	5	4	3
Physics	3	3	3
Chemistry	3	3	4
Natural Science	3	4	4
Sociology	2	2	2
Social Studies	4	4	5
Philosophy		3	3
Art	2	2	2
Physical Education	2	2	2
Accounting	2	—	—
Other Activities	2	2	2
Totals	36	36	36

Table 3

PARAGUAY: DIVERSIFIED CYCLE (GRADES 10 - 12)
COMMERCE TRACK — CLASSES PER WEEK

Old Curriculum	10th grade	11th grade	12th grade
Spanish	4	3	3
English	4	3	3
Mathematics - Trigonometry	3	-	-
Science —			
Anatomy & Physiology	3	-	-
Zoology	2	-	-
Chemistry	-	3	3
Physics	-	3	3
Biology	-	2	-
Psychology	-	-	3
Letters —			
Geography	3	-	-
History (medieval)	2	-	-
Economic Geography	-	3	-
History (modern)	-	3	-
History (Paraguay)	-	-	3
Philosophy	-	-	2
Economics	-	-	3
Civics	2	-	-
Business Courses	10	12	11
Totals	33	32	34
New Curriculum			
Spanish	2	2	2
English	2	2	2
Mathematics	3	3	3
Science	2	2	2
Social Science	2	2	2
Physical Education	2	2	2
Chemistry	-	2	2
Economic Geography	-	2	3
Statistics	-	-	2
Typing	4	-	-
Shorthand	-	3	-
Business Courses	19	16	16
Totals	36	36	36

A LOS PADRES:

La Formación Integral del joven Estudiante del Colegio Nacional de la Capital cobra particular relieve en la Enseñanza Media en la que el adolescente debe tomar conciencia de su personalidad, de la situación en que vive su Comunidad y debe ser capaz de tomar una decisión sobre su futuro profesional consciente y responsable, además de recibir una educación nacionalista y Patriótica para honrar a su pasado y a sus héroes y saber valorar la paz de este presente venturoso en esta primera Escuela Civil del Patriotismo.

Por todo ello los Rasgos de Conducta se consideran como la base para las buenas calificaciones.

Cuando estos rasgos no alcanzan el puntaje 6 (seis) tiene que hacer el curso de nivelación.

Estos rasgos se califican de la siguiente manera:

D	distinguido	10
MB	muy bueno	8 - 9
B	bueno	7
S	satisfactorio	6 —
A	aceptable	5 - 4
NC	no conforma	3

La nota resultante en las calificaciones se da por trimestre.

Los rasgos de conducta se basan fundamentalmente en el desarrollo de la Personalidad en los tres campos: Cultura, Social y Deportiva.

INTERES: por desarrollar su Cultura, los valores sociales y deportivos.

ACTITUD: de responsabilidad, de colaboración, compromiso.

ADAPTACION CONDUCTUAL: se siente miembro vivo y eficaz entre sus compañeros, se considera comprometido con las Normas del Colegio, admirando su pasado y los valores auténticos de la Nacionalidad Paraguaya.

COLEGIO NACIONAL DE LA CAPITAL

"Gral. Bernardino Caballero"

Asunción - Paraguay

BOLETIN DE NOTIFICACIONES

Alumno .....

Curso ..... Sección ..... Turno .....

Año .....

Sample of a secondary academic record, front side.

(Foto)
(Sello)

Alumno ..... Curso ..... Sección .....

Padre o Encargado ..... Año .....

ETAPA BASICA

Asignaturas	Resultado 1er. Trim. Nº	Resultado 1er. Trim. Letra	Firma del Padre o Encargado	Resultado 2º Trim. Nº	Resultado 2º Trim. Letra	Firma del Padre o Encargado	Resultado 3er. Trim. Nº	Resultado 3er. Trim. Letra	Promedio Anual	Promedio Niv.
EDUC. IDIOMATICA										
Castellano										
Guaraní										
EDUC. CIENTIFICA										
Matemáticas										
C. Naturales										
EDUC. SOCIAL										
Estudios Sociales										
EDUC. ARTISTICAS										
Música										
Artes Plásticas										
ACTIV. PRACTICAS										
Educación Sanitaria										
Educación Física										
Talleres										
	Ausencias			Ausencias			Ausencias			

RASGOS	1er. Trim.	2do. Trim.	3er. Trim.
a) Interés			
b) Actitud			
c) Adaptación conductual			
RENDIMIENTO			
ACTUACION GENERAL			

OBSERVACIONES

REFERENCIAS

NC	A	S	B	MB	D
No conforma	Aceptable	Satisfactorio	Bueno	Muy bueno	Distinguido

PASA AL .....

..... Firma del Secretario

..... Firma del Director

Reverse side of the preceding, showing transcript of grades.

Table 4

PARAGUAY: DIVERSIFIED CYCLE (GRADES 10 - 12)
TECHNICAL - INDUSTRIAL TRACK — CLASSES PER WEEK

	10th grade	11th grade	12th grade
Spanish	2	2	2
Social Sciences	2	2	2
Natural Sciences	2	2	2
English	2	2	2
Mathematics	2	2	2
Physical Education	2	2	2
Technical Courses	11	12	9
Practical Shop Courses	15	14	17
Totals	38*	38*	38*

* 44 classes per week in the construction program.

Table 5

PARAGUAY: DIVERSIFIED CYCLE (GRADES 10 - 12)
AGRICULTURE TRACK — CLASSES PER WEEK

	10th grade	11th grade	12th grade
Spanish	3	3	2
Social Studies	3	3	2
Natural Sciences	3	2	-
Physical Sciences	3	2	-
Mathematics	4	3	2
Physical Education	2	2	2
Technical English	2	2	2
Psychology	2	2	-
Philosophy	2	2	-
Plant Production Courses	6	7	5
Animal Production Courses	2	7	4
Rural Engineering	-	-	9
Socio-Economic Courses	2	2	6
Practical Work	16	17	20
Totals	50	54	54

Other Programs: There are other *bachillerato* programs offered in specialized schools under the auspices of different ministeries. Among these are the military school, the police school, and the telecommunications school.

All *bachiller* diplomas awarded at the end of twelve years of study have equal status in Paraguay. Holders of these diplomas may enter a Paraguayan university, although there will be restrictions as to the discipline they may enter based on the particular track they have followed in secondary school.

HIGHER EDUCATION

Paraguay has three institutions of higher education: the Higher Education Institute *(Instituto Superior de Educación)*, the National University of Asunción *(Universidad de Asunción)*, and the Catholic University of Our Lady of Asunción *(Universidad Católica "Nuestra Señora de la Asunción")*. The first two are public institutions and the third is private. All of them require the secondary *bachiller* diploma for entrance.

THE HIGHER EDUCATION INSTITUTE

The Higher Education Institute (ISE) was founded in 1968 to replace the Higher Normal School (*Escuela Normal Superior*). In 1972 teacher education was changed from secondary school level to post-secondary programs. A *bachiller* in humanities and science is now required for admission. There are two programs, one for primary teachers with a duration of two years, and one for secondary teachers with a duration of four years. The name of the titles awarded are *profesor de enseñanza primaria* (primary school teacher), and *profesor de enseñanza secundaria* (secondary school teacher), the same as the old ones. In the new programs, students attend school all day instead of just mornings. In 1974, the first post-*bachillerato* level teacher training began. The four year post-secondary diploma, *profesor de enseñanza secundaria*, represents completion of a curriculum with the same number of contact hours as some university degree programs of equal duration. While *profesor* diplomas are not recognized as university degrees in Paraguay, entrance requirements to both are similar, and, as noted, contact hours are comparable for programs of equal length. As yet, both universities have not received any requests for transfer from the ISE to their degree programs. There is some feeling in the Paraguayan higher education community to consider a year of study at the ISE equal to a year of university work.

The school year is divided into semesters with examinations at the end of each semester. The grading scale is from 1-5; 2 is the minimum passing grade.

UNIVERSITY DEGREES

University titles *(títulos)* or degrees usually range from three to six years. The most common degree is the *licenciatura* (*lic.*). Other first degrees in professional disciplines are called by the name of the field such as lawyer *(abogado)*, notary (*notario*), architect (*arquitecto*), engineer *(ingeniero)*. Graduates in medical fields are called *doctor*.

In the Faculty of Philosophy at the National University a graduate degree denominated as *doctor* is given after one or two years of additional education. In the Faculty of Fine Arts the length of time to complete a degree is rather long due to practice requirements.

Scholastic preparation is not necessarily a prerequisite for a successful career; however, a degree is considered a prestigious credential. There is only limited incentive to achieve academically and an overall average of 4 or better represents outstanding academic performance in a Paraguayan university.

Curricula requiring more than four years are inclusive of only undergraduate coursework, and graduate advanced standing is inappropriate. United States admissions officers are advised to work closely with graduate departments to ascertain if additional undergraduate coursework is necessary.

Table 6

NATIONAL UNIVERSITY OF ASUNCION
ITS FACULTIES, SCHOOLS, AND INSTITUTIONS
AND THE DEGREES AND TITLES THEY AWARD

Faculties and degrees awarded (Lic. = Licenciatura)	Years to complete
Faculty of Law and Social Sciences	
Lawyer	6
Notary	4
Faculty of Medicine	
Doctor of Medicine and Surgery	6
Faculty of Physical Sciences and Mathematics	
Industrial Engineer	6
Civil Engineer	6
Surveyor	3
Faculty of Economics, Administrative and Accounting Sciences	
Lic. in Economics	6
Lic. in Administration	6
Lic. in Accounting	6
Lic. in Diplomacy	4
Faculty of Dentistry	
Doctor of Dentistry	5
Faculty of Chemistry and Pharmacy	
Pharmaceutical Chemist	4
Doctor in Biochemistry	6
Industrial Chemist	6
Faculty of Philosophy	
Lic. in Philosophy	3
Doctor in Philosophy	5
Lic. in Letters	3
Doctor in Letters	5
Lic. in Pedagogy	3
Doctor in Pedagogy	5
Lic. in Psychology	5
Doctor in Psychology	6
Lic. in Journalism	3
Lic. in History	4
Doctor in History	5
Lic. in Mathematics	3
Faculty of Agronomy and Veterinary Medicine	
Agricultural Engineer	5
Doctor of Veterinary Medicine	5
Faculty of Architecture	
Architect	6
Institute of Sciences	
Lic. in Sciences (Physics, Mathematics)	4
Lic. in Sciences (Chemistry)	4
Lic. in Sciences (Biology)	4
Lic. in Sciences (Geology)	4
School of Social Services	
Lic. in Social Services	4
School of Nursing	
Lic. in Nursing	4
School of Obstetrics	
Lic. in Obstetrics	—
Higher Institute of Languages	
Lic. in English and American Studies	3
School of Fine Arts	
Professor of Plastic Arts	5
Higher Professor of Plastic Arts	8
National Professor of Plastic Arts	11
Professor of Piano	7
Higher Professor of Piano	9
Professor of Guitar	9
Professor of Voice	
Professor of Classical Dance	6
Higher Professor of Classical Dance	9
Professor of Choreography	11
Professor of Acting	6

Table 7

NATIONAL UNIVERSITY OF ASUNCION
GRADE DISTRIBUTIONS IN 1976 BY FACULTY
(expressed in percentages)

Faculty of Economic and Administrative Sciences						Total number of students
Grade earned	**5**	**4**	**3**	**2**	**1**	
1st Year Class	12	22	33	15	18	210
2nd Year Class	15	24	32	19	10	224
3rd Year Class	16	23	34	23	4	208
Faculty of Chemistry and Pharmacy						
Grade earned	**5**	**4**	**3**	**2**	**1**	
1st Year Class	10	31	30	14	15	607
2nd Year Class	9	14	30	21	26	192
3rd Year Class	16	26	41	13	4	132
4th Year Class	22	44	29	2	3	106
5th Year Class	43	29	21	6	1	147
6th Year Class	43	35	17	4	1	113
Faculty of Law and Social Sciences						
Grade earned	**5**	**4**	**3**	**2**	**1**	
1st Year Class	8	13	24	25	30	1,115
2nd Year Class	8	18	32	26	16	491
3rd Year Class	14	23	30	16	17	446
4th Year Class	13	20	30	27	10	711
5th Year Class	14	25	35	20	6	419
6th Year Class	13	22	32	25	8	465
Faculty of Architecture						
Grade earned	**5**	**4**	**3**	**2**	**1**	
1st Year Class	5	9	23	24	39	933
2nd Year Class	4	5	21	31	39	648
3rd Year Class	11	11	24	22	32	507
Faculty of Agricultural Engineering						
Grade earned	**5**	**4**	**3**	**2**	**1**	
1st Year Class	13	30	32	23	2	582
2nd Year Class	24	31	21	13	1	570
3rd Year Class	12	29	33	25	1	414
4th Year Class	21	32	29	15	3	479
5th Year Class	15	26	42	13	4	332
Faculty of Dentistry						
Grade earned	**5**	**4**	**3**	**2**	**1**	
1st Year Class	21	23	30	12	14	173
2nd Year Class	20	26	26	17	11	198
3rd Year Class	29	34	18	9	10	202
4th Year Class	32	34	20	10	4	224
5th Year Class	17	28	33	17	4	221

THE NATIONAL UNIVERSITY OF ASUNCION

The University was established by law in 1889 and was inaugurated in 1890. It began with three faculties, Law and Social Science, Medicine, and Mathematics. The rest of the faculties, schools and institutes were established after 1926, with the majority in the last twenty years.

The National University is financed through the Ministry of Education and is autonomous, but the law specifically prohibits any political activity on the campus. The institution is governed by a rector and the Higher University Council (*Consejo Superior Universitario*) which the rector chairs. The Council is composed of the rector, deans of faculties, one professor elected by each faculty, one non-faculty alumnus, and one student delegate. The minister of education is the honorary president, but he has no vote. The Council is the highest authority within the institution for all academic, administrative and fiscal affairs.

The faculties, schools and institutes of the University and the titles or degrees awarded are shown in Table 6.

The grading system used is on a scale of 1 - 5 and 2 is the minimum passing mark. Grading practices differ somewhat from one faculty to another. Table 7 gives the grading distributions for six of the faculties in 1976. The percentage of students receiving each grade is shown along with the total number of students for each class within a given faculty.

The Faculty of Economic and Administrative Sciences had 220 graduates between 1970 and 1977. Only 43 of these students completed the total program without ever failing a course. The overall grade averages of the graduates is shown in Table 8.

CATHOLIC UNIVERSITY "OUR LADY OF ASUNCION"

The Catholic University was founded by the Episcopal Conference of Paraguay in 1960. Its statutes were authorized by law the same year, and its degrees were accorded the same recognition as those of the National University.

The University is governed by a council comprised of the rector, vice-rector, deans of faculties, a professor from each faculty, non-teaching alumni and student representatives. Overall control of the University is under the Episcopate of Paraguay which acts through the archbishop of Asunción, who in turn is assisted by the rector, vice-rector and the University Council. The archbishop essentially has final approval over the actions and recommendations of the Council, which is responsible for the academic operation of the University. The main campus is located in Asunción, and there are branches in Villarica, Encarnación and Concepción.

All applicants who hold the *bachiller* from secondary school are admitted. All students initially enter a preparatory first-year program (*curso preparatorio*). All students take the same courses during the first semester; in the second semester some of the courses are related to their intended faculty.

After the first semester of the *curso preparatorio*, students take examinations in four subjects and they must achieve an overall average of 2.75 on a 1-5 scale. The pass rate is about 45%. Three opportunities are offered to pass the examinations. Under the 1-5 grading scale, 2 is the minimum pass. In order to receive a degree, a student must achieve at least a grade of 2 in each course.

The Catholic University offers a two-year vocational certificate in Villarica. Completion of only primary school is required for entrance and the programs are not university level. These vocational courses are not applicable to Catholic University degrees.

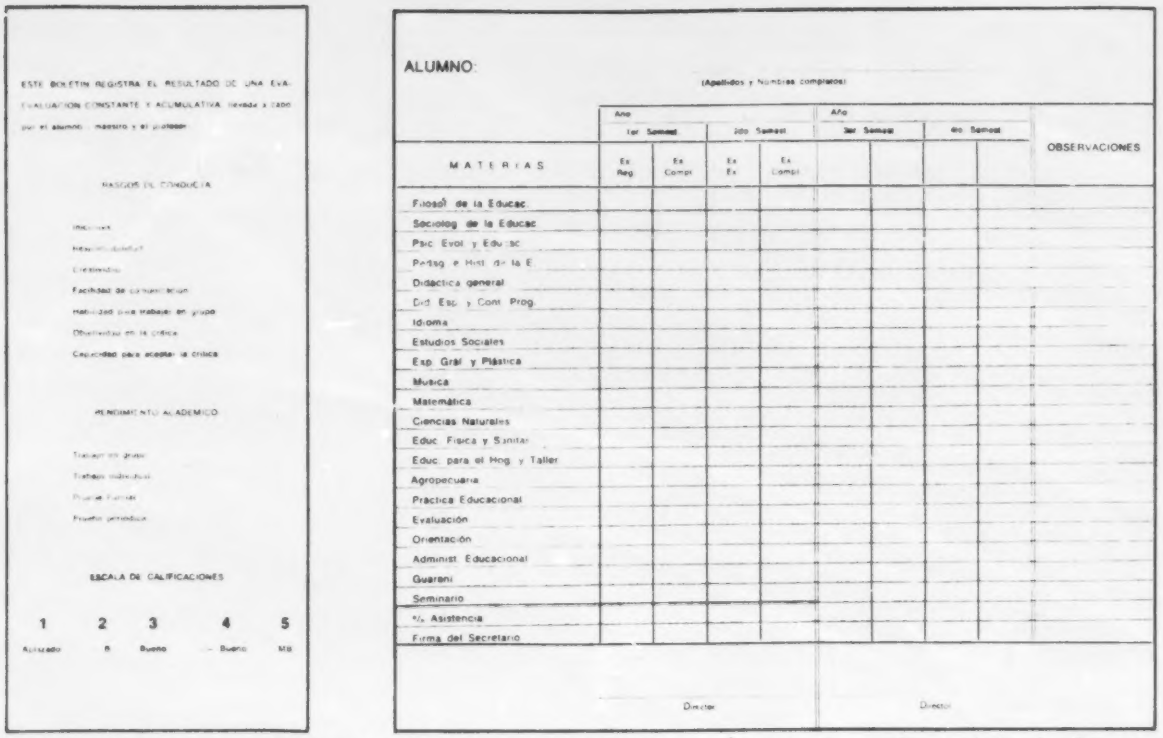
The faculties and institutes of the University and the titles or degrees awarded are shown in Table 9.

Table 8

NATIONAL UNIVERSITY OF ASUNCION
OVERALL GRADE AVERAGES OF 1970 — 1977 GRADUATES OF THE FACULTY OF ECONOMIC AND ADMINISTRATIVE SCIENCES

Year	Number of graduates	Lowest grade	Average grade	Highest grade
1970	23	2.15	3.21	4.15
1971	30	2.00	2.72	3.70
1972	22	2.13	3.21	4.31
1973	12	2.46	3.04	3.57
1974	22	2.62	3.40	4.30
1975	29	2.41	3.26	4.37
1976	74	2.60	3.39	4.91
1977*	8	2.80	3.45	3.94

* Incomplete for the year



ESTE BOLETIN REGISTRA EL RESULTADO DE UNA EVALUACION CONSTANTE Y ACUMULATIVA llevada a cabo por el alumno, maestro y el profesor

RASGOS DE CONDUCTA

Iniciativa
Responsabilidad
Creatividad
Facilidad de comunicación
Habilidad para trabajar en grupo
Objetividad en la crítica
Capacidad para aceptar la crítica

RENDIMIENTO ACADEMICO

Trabajos en grupo
Trabajos individuales
Prueba Escrita
Prueba periódica

ESCALA DE CALIFICACIONES

1	2	3	4	5
Atrasado	R	Bueno	Bueno	MB

ALUMNO:

(Apellidos y Nombres completos)

MATERIAS	Año 1er Semest Ex. Reg.	Año 1er Semest Ex. Compl.	Año 2do Semest Ex. Ex.	Año 2do Semest Ex. Compl.	Año 3er Semest	Año 3er Semest	Año 4to Semest	Año 4to Semest	OBSERVACIONES
Filosof. de la Educac.									
Sociolog. de la Educac.									
Psic. Evol. y Educ.									
Pedag. e Hist. de la E.									
Didactica general									
Did. Esp. y Cont. Prog.									
Idioma									
Estudios Sociales									
Exp. Gral. y Plástica									
Musica									
Matemática									
Ciencias Naturales									
Educ. Física y Sanitar.									
Educ. para el Hog. y Taller									
Agropecuaria									
Practica Educacional									
Evaluación									
Orientación									
Administ. Educacional									
Guaraní									
Seminario									
% Asistencia									
Firma del Secretario									

Director Director

Sample of the transcript used at the *Instituto Superior de Educación* (ISE—the teacher training institute).

UNIVERSIDAD CATOLICA NUESTRA SEÑORA DE LA ASUNCION

PARAGUAY

FACULTAD DE

CERTIFICADO DE ESTUDIOS

El que suscribe, Secretario General de esta Facultad,

CERTIFICA que, segun constancia obrante en Secretaría, sección Alumnos, de esta casa de estudios, el alumno de nacionalidad ha obtenido las siguientes calificaciones en los respectivos exámenes de correspondiente a las asignatur... que a continuación se expresan, y cuya escala es de 1 a 5 (1 = reprobado, 2 = aprobado, 3 = bueno, 4 = distinguido, 5 = sobresaliente).

ASIGNATURA	ACTA No.	FECHA	CALIFICACION		TERMINO MEDIO

Sample of the transcript used at the Catholic University (consists of two pages).

Table 9

THE CATHOLIC UNIVERSITY "OUR LADY OF ASUNCION"
ITS FACULTIES AND INSTITUTIONS
AND THE DEGREES AND TITLES THEY AWARD

Faculties and degrees awarded (Lic. = Licenciatura)	Years to complete
Faculty of Law and Diplomacy	
Lawyer	6
Lic. in Diplomacy	4
Notary	4
Faculty of Accounting and Administrative Sciences	
Lic. in Accounting Science	6
Lic. in Administrative Science	6
Faculty of Philosophy and Educational Sciences	
Lic. in Philosophy	4
Lic in History	4
Lic. in Pedagogy	4
Lic. in Educational Psychology	4
Lic. in Humanities	4
Lic. in Psychology	4
Lic. in Modern Media and Social Communication	4
Lic. in Mathematics	4
Faculty of Social Sciences	
Lic. in Political Science	5
Lic. in Sociology	5
Higher Institute of Theology and Religious Sciences	
Lic. in Religious Sciences	6
Lic. in Theology	6

USEFUL REFERENCE

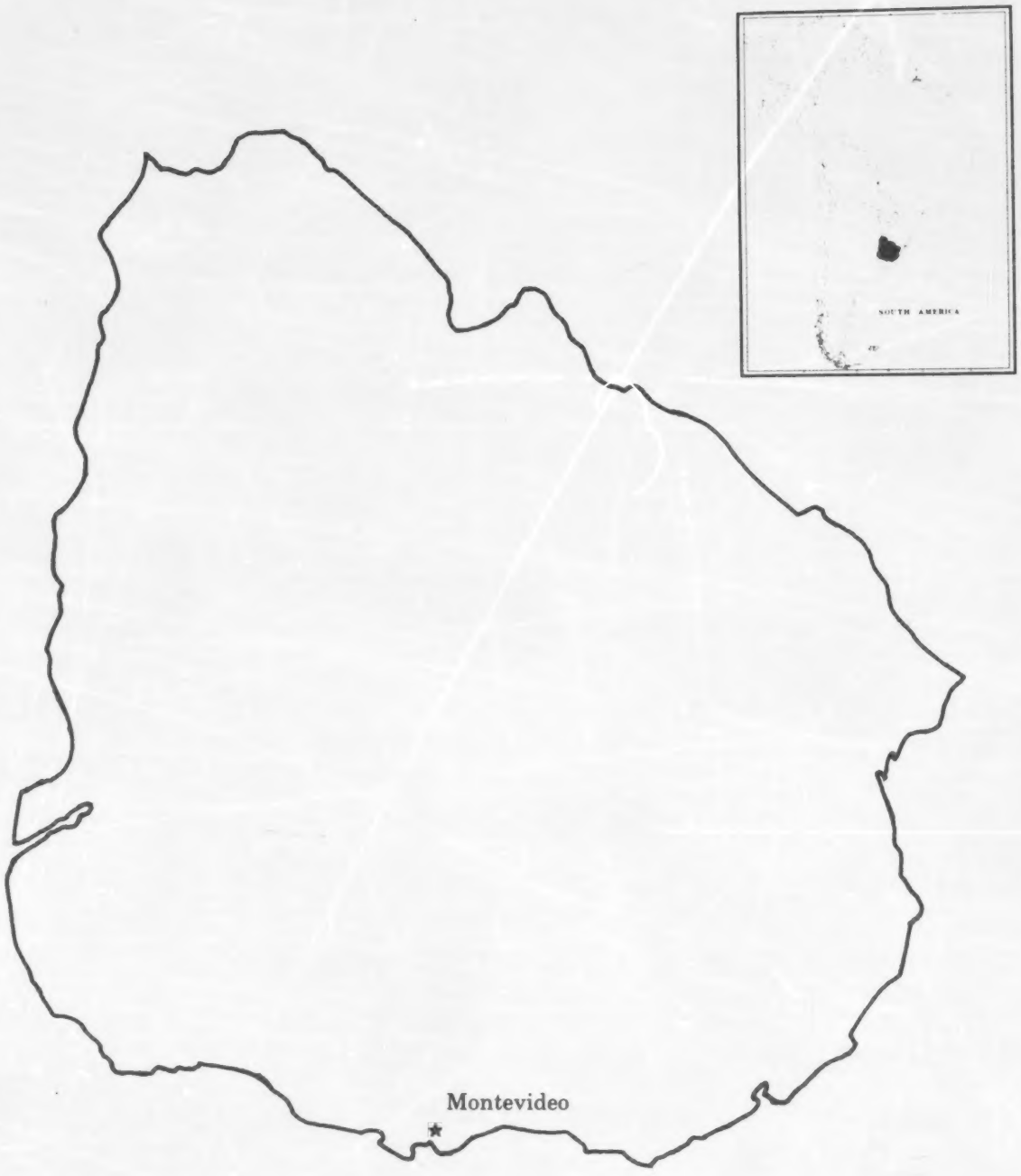
This report is based almost entirely on materials in Spanish obtained from educational institutions, government offices and personal interviews in Paraguay. The following publication in English may be useful to United States admissions officers:

Weil, Thomas, and co-authors: Black, Jan Knippers; Blutstein, Howard I.; McMorris, David S.; Munson, Frederick P.; Townsend, Charles. *Area Handbook for Paraguay*. Washington: U.S. Government Printing Office, 1972.

[*Editor's note*: The glossary for this report on Paraguay is combined with the glossary prepared for Uruguay, and can be found at the end of the report on Uruguay.]

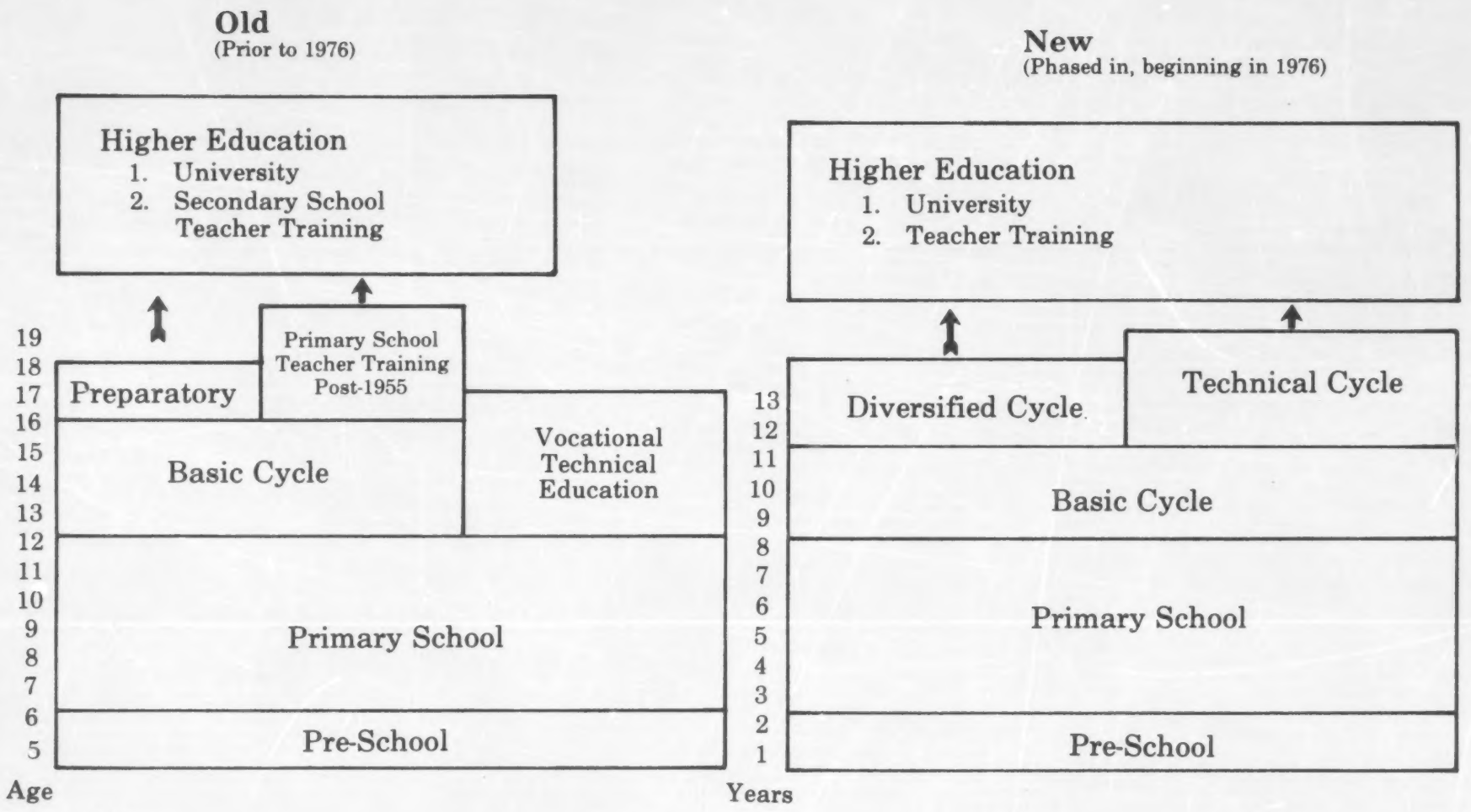
PARAGUAY PLACEMENT RECOMMENDATIONS

SECONDARY	AGE	TOTAL YEARS	RECOMMENDATION
1. a. *Bachiller Comercial*	19	12	Freshman admission if U.S. institution considers previous work to be appropriate.
b. *Bachiller Técnico Industrial*	19	12	
c. *Bachiller Agropecuario*	19	12	
2. *Bachiller en Ciencias y Letras*	19	12	Freshman admission.
3. *Bachiller Humanístico Científico*	19	12	Freshman admission.
TEACHER EDUCATION			
Pre-1972:			
4. *Profesor de Enseñanza Primaria*	—	11	High school, grade 12.
5. *Profesor de Enseñanza Secundaria*	—	13	Freshman admission, no transfer credit.
Post-1972:			
6. *Profesor de Enseñanza Primaria*	—	14	Undergraduate admission with transfer credit on a course-for-course basis if applicable toward U.S. degree objective.
7. *Profesor de Enseñanza Secundaria*	—	16	Graduate admission to departments of education or related fields with possible deficiencies.
UNIVERSITY			
8. *Licenciado* (3 years)	—	15	Undergraduate admission with transfer credit on a course-for-course basis.
9. *Agrimensor* (surveyor)	—	15	Undergraduate admission with transfer credit on a course-for-course basis.
10. *Licenciado* (4 or more years)	—	16+	Graduate admission.
11. *Notario*	—	16	Graduate admission
12. *Ingeniero*	—	17	Graduate admission.
13. *Arquitecto*	—	18	Graduate admission.
14. *Abogado*	—	18	Graduate admission.
15. *Doctor*	—	17+	Graduate admission.



uruguay

STRUCTURE OF THE URUGUAYAN EDUCATIONAL SYSTEM



ORIENTAL REPUBLIC OF URUGUAY

FACTS ABOUT THE COUNTRY

GEOGRAPHY

Location: On the South Atlantic coast of South America between Argentina to the south and west, and Brazil to the north.

Size: 72,200 square miles (or 186,926 square kilometers), a little bigger than North Dakota.

Natural resources: No significant mineral deposits and limited hydroelectric potential.

Industry: Light manufacturing predominates.

Agriculture: Livestock raising is the principal economic activity of the country.

Fifty-five percent of the total population is concentrated in the capital, Montevideo. There are few uninhabited areas throughout the country and no other large cities. Uruguay might be characterized as one large city surrounded on three sides by grasslands and pasture; it has also been referred to as a city-state. There are no striking topographical features as Uruguay is composed of gently rolling grasslands with a few large hills in the center.

PEOPLE

Population: 2.8 million (1977 estimate).

Annual growth rate: 1.1%.

Life expectancy: 70 years

Ethnic groups: 85-90% white of Spanish and Italian origin.

Religion: Primarily Roman Catholic.

Language: Spanish.

Literacy: 90%.

The population is comprised of a large urban middle class which enjoys a relatively high standard of living. While poverty isn't always evident because of Montevideo's few slums, there are depressed sections in the rural area.

There has been no significant per capita economic growth since 1955. The economy has suffered adverse changes in international trade and a continuing deterioration of public finances. The former are due to severe restrictions imposed by the European Common Market on Uruguayan exports, mainly meat products, and the oil crisis which tripled the cost of petroleum imports. The weakness in public finances results from the nation's history of liberal social benefits. The weakened economy has resulted in high inflation rates and a large scale emigration to Argentina, Brazil, Australia and the United States, creating a severe brain drain.

Since the early twentieth century, Uruguay has been the only "welfare state" in the Western Hemisphere. Railroads and public utilities are nationalized. In addition, the government controls a significant portion of the manufacturing capacity and the distribution of several major commodities and products (e.g., petroleum, cement, chemicals); it is also involved in numerous services-oriented businesses.

Although living standards are relatively high, real poverty does persist since wages are low in relation to prices, the situation exacerbated by worsening inflation. There has been significant social discontent and numerous strikes, and the country's political orientation has been altered from its traditional liberalism to a conservative mode.

HISTORY

Uruguay, the smallest nation in South America, was first settled by Spanish missionaries in 1624. Its early history was dominated by Spanish and Portuguese rival efforts to control the area. Montevideo was founded in 1726 and declared its independence from Spain in 1808. Brazil and Argentina continued to feud over the area until Uruguay defeated Brazil in 1827 and declared independence as a nation in 1828.

During the rest of the nineteenth century, internal strife, numerous changes of government and the War of the Triple Alliance against Paraguay pervaded Uruguay's history. The election of President José Batlle y Ordóñez in 1903 brought stability and enabled Uruguay to emerge as one of Latin America's most politically and socially progressive republics.

In 1967, by general referendum, a presidential form of government was re-established which replaced the elected nine-member National Council of Government which had ruled as the executive power during the previous fifteen years. A bicameral parliament was concurrently created. The emergence of leftist urban guerrillas, the *Tupamaros*, in the early 1970's and resultant counter-insurgency activities began to involve the usually apolitical Uruguayan military in political affairs. In the face of terrorist disruptions and the country's persistent economic problems, the military formalized its control in 1973 by establishing the National Security Council (COSENA—*Consejo de Seguridad Nacional*) which includes military officers. The Council acting through the president closed the legislature in 1974. A new Council of the Nation created in 1976 with military representation has since ruled as the executive.

EDUCATIONAL SYSTEM

Prior to the independence of Uruguay from Spain, Jesuit and Franciscan orders provided formal schooling for the children of the elite. The Public Education Law of 1826 and the Law of Common Education of 1877 made education available to all Uruguayan citizens and

foreign residents without regard to race, sex, or social class. José Pedro Varela's books inspired the 1877 education law, popularly known as *Vareliana*. His ideas were greatly influenced by Domingo Sarmiento of Argentina and Horace Mann of the United States. After Varela's death, President José Batlle vigorously supported many of Varela's reform ideas. For decades after Varela's death, the educational system remained centralized, controlled and financed by the government.

Until 1935, secondary education came under the authority of the University in Uruguay. Starting in 1936 the National Council on Secondary Education was given the authority and control of secondary education. Since that time Uruguay has had four educational reform plans. The Plan of 1941 established the basic pattern of two cycles at the secondary level: a four-year cycle followed by a two-year cycle. The Plan of 1963 established a five-year followed by a one-year pattern for the two cycles, but was an experimental reform instituted in only a few schools. The Plan of 1968 only affected night school programs. Beginning in 1978 all of these previous reform plans will have ceased to exist and the Plan of 1976 will be fully implemented. This plan establishes two cycles of three years each for secondary education.

Following the tradition established by Varela, education is free at all levels, from pre-primary to university. Elementary schools are classified as either rural or urban; rural schools are four-year schools or incomplete schools, and urban schools are six-year complete schools. Children tend to begin school somewhat later than in the United States, usually about seven years of age. Education is compulsory for the first nine grades. Statistics indicate that 90% of the Uruguayan children begin school; however, because of economic conditions, many drop out before finishing.

Public technical and vocational secondary level training became centralized in 1942 under a single autonomous agency misleadingly called the *Universidad del Trabajo* or the Uruguayan Labor University. The first teachers' institute was founded in 1949 for the training of secondary teachers.

Higher education in colonial times was provided by religious orders. In 1767, the Franciscan order took over the former Jesuit College and established the *Colegio Franciscano de San Bernardino*. The University of the Republic, the only university in Uruguay, was founded by law in 1835. Between 1835 and 1849, the University was modeled after the French system. The first Organic Law of 1849 organized the University into four faculties: natural sciences, medicine, law and theology. For many years, however, the Faculty of Law was the only one functioning. The University today is governed by the Constitution of 1951 and the Organic Law of 1958 which specifies current organization and guidelines for the University.

In summary, the Uruguayans take great pride in their educational system. The overall literacy rate is higher in Uruguay than in any other nation in Latin America. Uruguayan financial support of education is quite generous. Educational expenditures have risen almost without interruption since 1961. The 1968 expenditure was second highest among Latin American countries.

PRE-PRIMARY AND PRIMARY EDUCATION

The first kindergarten in Uruguay was established in 1892. Today, there are pre-school centers and kindergartens throughout this country. Children enter kindergarten at the age of 5, and it is a one-year program.

Primary education is compulsory and free for all children. Normal entry is six years of age; however, it is not at all unusual for children to begin school at the age of 7. Primary school is a six-year program. In 1975, 96% of all children between the ages of 6 and 9 were enrolled in school. The primary school year begins in the middle of March and ends in the middle of December. There are between 175 and 180 class days in their usual school year.

The objective of primary training is to fully develop the child's personality. The schools differ in that there are so-called "complete" schools offering six years of study and those which are classified as "incomplete" offering only a four-year curriculum. Six-year schools are usually located in urban areas while the four-year institutions tend to be in the rural regions.

Primary education is available through special schools for mentally and physically handicapped children. In Latin America, Uruguay is considered the leader in developing programs and related teacher training in these special education areas.

SECONDARY EDUCATION

Until 1936, secondary education was a responsibility of the *Universidad de la República*. It is now controlled by the National Educational Council (*Consejo Nacional de Educación*).

Uruguayan secondary education has undergone several reforms in the last forty years. The basic pattern under the Plan of 1941 was a first cycle of four years followed by a second cycle of two years. This plan is now being phased out and by 1978, it will no longer exist.

The Reform Plan of 1963 was a pilot program instituted in only a few schools. The first cycle consisted of five years divided into two levels of three years and two years. The second cycle was one year. There are no schools operating on this plan at present.

Another reform plan was instituted in 1968 for night school programs. Again, this plan was implemented in only a few schools as a pilot program, and no longer exists.

Beginning in 1978 all secondary schools will operate under the Reform Plan of 1976. Under this plan secondary education is divided into two cycles. The first cycle is called *ciclo básico* (basic cycle) and lasts three years, covering grades 7-8-9. The second cycle has two tracks: the *ciclo diversificado* (diversified cycle), which lasts three years, covering grades 10-11-12; and the *ciclo técnico* (technical cycle), which lasts four years,

covering grades 10-11-12-13. The diploma obtained at the completion of the *ciclo diversificado* or *ciclo tecnico* is the *bachiller*.

Before 1973 education was obligatory for only the first six years of school. In 1973 a law was passed that made it mandatory for the first nine years, i.e., up through the *ciclo basico*.

BASIC CYCLE

The new basic cycle is similar to the old plan with the addition of manual arts, and moral and civic education. The inclusion of manual arts is to develop greater respect for manual labor and to break down the old value that working with one's hands lowers one's status and prestige. The moral and civic program is designed to develop a basic knowledge of Uruguayan government and society, and to develop a greater self-awareness of the individual student. The themes covered in this program are repeated each year at greater depth. The school year for the basic cycle consists of 34 weeks from March to December. The curriculum for the basic cycle is as follows:

Basic Cycle Curriculum
(in hours per week)

Subject	Grade 7	Grade 8	Grade 9
Spanish	4	4	4
Mathematics	5	4	4
French	2	2	2
Biology	4	2	2
Physics	—	3	3
Chemistry	—	3	3
History	3	3	3
Moral and Civic Education	2	2	2
Geography	2	2	2
Drawing	4	0	2
Music	1	2	0
Physical Education	2	2	2
Manual Arts*	3	3	3
Total hours	32	32	32

* In secondary school technical programs at the *Universidad del Trabajo de Uruguay*, manual arts are 10 hours per week for a total program of 39 hours per week.

DIVERSIFIED CYCLE

In the diversified cycle the program is divided into two tracks in the first year, three in the second year and six in the third year as indicated in Table 1.

The title given at the end of the diversified cycle is the *bachiller*. The purpose of diversification in tracks is to provide greater articulation with higher education. Students follow a particular secondary track primarily to prepare for a specific university faculty as follows:

Law track preparing for:

Faculty of Law and Social Sciences
Faculty of Humanities (Letters, Philosophy, Musicology)

Economics track preparing for:

Faculty of Economic Sciences and Administration

Agronomy track preparing for:

Faculty of Agronomy
Faculty of Veterinary Medicine
Faculty of Humanities (Biology)

Medicine track preparing for:

Faculty of Medicine
Faculty of Dentistry
Faculty of Veterinary Medicine
Faculty of Humanities

Architecture track preparing for:

Faculty of Architecture

Engineering track preparing for:

Faculty of Agronomy
Faculty of Engineering
Faculty of Chemistry
Faculty of Humanities (Astronomy, Physics, Mathematics)

The curriculum for each track is shown in Table 1. In grades 11 and 12, from 25% to 40% of the weekly hours in mathematics, physics, chemistry and biology are devoted to laboratory or practical work.

The school year in the diversified cycle is thirty-two weeks in length from March to December.

TECHNICAL CYCLE

Technical education is offered in numerous locations under the administrative control of the *Universidad del Trabajo* (Uruguay Labor University), a secondary level institution.

The reforms of 1976 increased the length of the technical program to include academic content with vocational studies, and it now takes four years to complete technical study, instead of the three years required previously, and required in the diversified cycle. Before the Reform Act of 1976, students in technical programs were essentially in terminal courses of study with almost no access to university education. With the reforms of 1976, students completing technical programs will have access to university faculties on an equal footing with those completing the humanities and scientific tracks. Programs are mostly thirty-two hours per week and last from thirty-two to thirty-four weeks per year from March to December. The major exception is the agriculture track which requires forty hours per week. Students completing the program earn

Table 1

DIVERSIFIED CYCLE CURRICULUM (in hours per week)

FIRST YEAR (10th grade)

Subject	Humanistic Track	Scientific Track
Literature	4	2
English	3	3
Mathematics	4	4
Physics	2	4
Chemistry	2	4
Biology	2	2
Astronomy	3	3
History	4	2
Introduction to Philosophy	3	3
Drawing	2	2
Music	1	1
Physical Education	2	2
Total hours	32	32

SECOND YEAR (11th grade)

Humanistic Track

Subject	
Literature	4
English	3
Italian	4
Mathematics	5
History	6
Philosophy	3
Introduction to Sociology	5
Total hours	30

Biology Track

Subject	
Literature	3
English	3
Mathematics	5
Physics	4
Chemistry	4
Biology	5
Philosophy	3
Drawing	3
Total hours	30

Scientific Track

Subject	
English	3
Mathematics	6
Geometry	6
Physics	4
Chemistry	4
Philosophy	3
Drawing	4
Total hours	30

THIRD YEAR (12th grade)

Subject	Law	Economics
Literature	4	3
English	—	3
French	3	—
Italian	3	—
Mathematics	—	10
History	6	3
Philosophy	5	3
Introduction to Sociology	—	—
Introduction to Law	6	—
Accounting	2	2
Drawing	—	3
Total hours	29	27

Subject	Agronomy	Medicine
Literature	—	—
English	3	3
Mathematics	5	5
Physics	5	5
Chemistry	5	6
Biology	5	5
Philosophy	3	—
Geology	3	—
Sociology	—	3
Drawing	—	—
Introduction to Law	—	2
Total hours	29	29

Subject	Architecture	Engineering
Literature	3	—
English	3	3
Mathematics	6	16
Geometry	—	—
Physics	4	4
Chemistry	—	4
Philosophy	3	3
Drawing	6	—
History of Art	5	—
Total hours	30	30

the *bachiller técnico* in a specialized field within the technical cycle.

The technical cycle is divided into eight specialties in the first year (10th grade) which subdivide into twelve specialties in the last year (13th grade) of programs leading to the *bachiller*. The different tracks a student may follow are shown in Table 2 along with the number of academic class hours common with the diversified cycle. Students completing the technical cycle are prepared to enter the job market or continue on in a university program.

According to their specialties, students of the technical cycle are automatically admitted by university faculties as follows:

Agriculture specialty:

Faculty of Agronomy
Faculty of Veterinary Medicine
Faculty of Humanities (Biology, Geography)

Machinist, Automotive Mechanics, Electrical, Electronic, Construction, Engineering, Electric Installations, Sanitary Installations, Civil Engineer Assistant specialties:

Faculty of Engineering
Faculty of Chemistry
Faculty of Humanities (Physics, Mathematics)

Architect Assistant, Construction Architecture specialties:

Faculty of Architecture

Administration specialty:

Faculty of Economic Sciences and Administration

Table 2

TECHNICAL CYCLE PROGRAMS

The first number in parentheses represents the number of academic hours per week common with diversified cycle programs. The second number represents the number of hours per week exclusive to the technical specialty.

1st Year (Grade 10)	2nd Year (Grade 11)	3rd Year (Grade 12)	4th Year (Grade 13)
Agriculture (4:36)	Agriculture (17:23)	Agriculture (21:19)	Agriculture (17:23)
Mechanics (19:13)	Mechanics (18:14)	Machinist (17:15)	Machinist (13:15)
Electrical (19:13)	Electrical (18:14)	Electrical (17:16)	Electrical (13:19)
,,	,,	Electronics (17:16)	Electronics (13:19)
Civil Engin./ Architect Asst. (17:15)	Civil Engin./ Architect Asst. (14:18)	Civil Engin./ Architect Asst. (12:20)	Architect Asst. (16:16)
,,	,,	,,	Civil Engr. Asst. (18:14)
Construction (19:13)	Construction (18:15)	Construction (12:20)	Architectural (19:15)
,,	,,	,,	Engineering (18:15)
Electrical Installations (21:10)	Electrical Installations (20:12)	Electrical Installations (8:24)	Electrical Installations (18:15)
Sanitary Installations (17:15)	Sanitary Installations (20:12)	Sanitary Installations (12:21)	Sanitary Installations (18:14)
Administration (21:10)	Administration (22:10)	Administration (21:11)	Administration (21:9)

CONSEJO NACIONAL DE EDUCACION

EDUCACION SECUNDARIA BASICA Y SUPERIOR

ALUMNO

FICHA Nº

INSTITUTO O LICEO

CRED. CIVICA

CED. IDENTIDAD Nº

DEPTO.

C. ESTUDIANTE Nº

PADRE

MADRE

NACIO EN EL DE DE

JURO FIDELIDAD A LA BANDERA EL 19 DE JUNIO DE 19 EN

SELLO

INGRESO A EDUCACION SECUNDARIA FECHA

FORMA

INSTITUTO O LICEO	PLAN	FECHA	ASIGNATURA O CURSO O FALLO	Cambio	INSTITUTO O LICEO	PLAN	FECHA	ASIGNATURA O CURSO O FALLO	Cambio

ALUMNO

FICHA Nº

INSTITUTO O LICEO	PLAN	FECHA	ASIGNATURA O CURSO O FALLO	Cambio	INSTITUTO O LICEO	PLAN	FECHA	ASIGNATURA O CURSO O FALLO	Cambio

OBSERVACIONES

ESTE CERTIFICADO CARECERA DE VALIDEZ

A) SIN LA CONSTANCIA DE QUE HA SIDO VISADO POR EL DEPARTAMENTO DE DOCUMENTACION ESTUDIANTIL Y

B) PARA SU APLICACION O DESTINO O FINALIDAD QUE NO SEAN LOS MENCIONADOS EN EL MOMENTO DE SU EXPEDICION (C. 833)

FECHA DE EXPEDICION

DIRECTOR

DESTINO

SECRETARIO

Sample of a secondary school transcript (front and reverse sides).

Consejo Nacional de Educación

EDUCACION SECUNDARIA BASICA Y SUPERIOR

LICEO

ES-T Nº 10309

Fórm. 52

CERTIFICADO DE ESTUDIOS

SELLO

ESTUDIANTE

Céd. Identidad Céd. Estudiante

Nombre del Padre

Nombre de la Madre

Lugar y fecha de nacimiento

Forma y fecha de Ingreso

Prestó Juramento de Fidelidad a la Bandera Nacional, el 19 de Junio de en

DESTINO DE ESTE CERTIFICADO

Expedido en el día de de 19

LICEO	FECHA			ACTUACION DEL ESTUDIANTE
	Día	Mes	Año	

60.000 - 1/76 - IGP 2758

Another sample of a secondary school transcript

MILITARY SCHOOLS

There are six military schools in Uruguay accepting students after their completion of the *ciclo básico*. The programs are four years in length and students receive a *bachiller en ciencias*.

GRADING SYSTEM

The grading scale used in secondary schools is:

Uruguay	(Estimated U.S. Equivalent)
1 Failed 2	F
3	C
4	B-
5	B
6	A

Grades are based on class work, laboratory work and two formal written examinations in July and November. Significant numbers of students fail individual courses at the end of each school year. They may take a re-examination at three periods during the next academic year (February, July, September).

A student may fail three courses and continue on to the next year. However, if the courses have not been passed by the following year, the student may not continue until the courses are passed.

TEACHER TRAINING

BACKGROUND

In 1882 legislation in Uruguay provided for the establishment of normal school internships for men and women in Montevideo. The programs lasted two years, at the end of which the graduate was required to teach for two years. The entrance age was 16 for boys and 13 for girls. By 1900 normal schools were not considered important because there were so many qualified teachers in the nation who were not teaching; consequently, many schools were closed. During this period, normal schools were receiving criticism for being too academic and for not having enough practical training.

Uruguay is a small nation and traditionally its needs have been served by relatively few normal schools. In 1929 there were two normal schools in Montevideo, one for men and one for women. There were two other normal schools in the interior. By 1966, there were nineteen normal schools in Uruguay.

Prior to 1955, teacher training consisted of seven years beyond the primary school level. The first four years corresponded to the first four years of academic secondary school, and the last three consisted of the study of academic subjects and teacher training. A student who completed the seven-year program earned the certificate *maestro de primer grado* and was entitled to teach the first four elementary grades. To teach all six elementary grades, a student had to meet additional requirements, including an examination. The certificate earned at this point was called *maestro de segundo grado*.

In 1955 another teacher training plan was introduced. Under this plan, normal school education was eight years beyond primary school. Students first completed the first four years of the general secondary program. Those who obtained an average of "good" proceeded to the *institutos normales* for the last four years of the program. Students with lower grades had to take an entrance examination. Students with the *bachiller* could enter without an entrance examination.

The four-year curriculum in the normal institutes provided a balance between academic and professional subjects. The first years included courses in psychology, logic, philosophy, Spanish, French or English, mathematics, natural sciences, music and some professional subjects. The final years concentrated on practice teaching methods, philosophy of education, music education and sociology. Graduation from a normal school earned one the title of *maestro* (teacher). With a normal school diploma, students could register in some faculties of the university; however, no credit was given for the courses completed at the normal school.

In the 1970's teacher training in Uruguay was completely reorganized and became an exclusively post-secondary program. All normal schools in Montevideo were placed under the newly created *Instituto Nacional de Docencia "General Artigas."* Primary, secondary and specialized teacher training centers are designated respectively Centers I, II, and III under the new institute. There are twenty-two branches of the institute in other parts of Uruguay, but no single branch offers all three programs.

TRAINING FOR PRIMARY SCHOOL TEACHERS

Center I in Montevideo was formed by combining the *Instituto Normal de Señoritas "María Stagners de Meunar"* and the *Instituto Normal de Varones Joaquin de Sanchez."* In 1977, the program for primary school teachers was changed from four to three years. The intensity of the program was increased to provide the same basic materials in a shorter period of time. At the same time the admission requirements were made more stringent. The curriculum is shown in Table 3. Graduates receive the title *maestro de educación primaria*.

Students have a maximum of six years to finish the program. Academic courses are offered in either the morning or the afternoon to allow time for practice teaching. A student may fail up to three courses in a given year without failing the whole year. The courses can then be made up the following year.

Grades are based on a combination of academic course work and practice teaching. The grading scale is as follows:

4—6	Superior
3	Pass
1—2	Failed

Students must maintain an average of 3 to remain in the program.

TRAINING FOR SECONDARY SCHOOL TEACHERS

Center II is composed of what used to be the *Instituto de Profesores "Artigas."* No professional pedagogical training was provided for secondary school teachers until 1949 when that institute was established. It accepted applicants who had obtained the *bachiller* or the *maestro de primer grado* (primary teaching certificate). Students chose an area of specialization, such as philosophy or history. Training for those who wished to teach in a normal school for elementary teachers was also offered.

Admission standards for the new Center II program have been strengthened. The number of students admitted each year is based on the manpower requirements of the educational system, and entrance examinations may be required. Prior to 1977, the course lasted four years and the grading scale was 1 — 12. The 1977 Plan condensed the program from four to three years and the grading scale was changed to the same as Center I. Attendance is required. Upon satisfactory completion of the program, the title of *profesor* is awarded. The title specifies the subject the holder is prepared to teach, e.g. *profesor de historia, profesor de matemática, profesor de literatura,* etc. Approximately 40% of the students who begin the program graduate.

The curriculum consists of: 1) a series of professional courses common with Center I and comprising 24% of the total time (see Table 3); 2) subjects in the major teaching specialization comprising 68% of the total time; and 3) two courses in evaluation and educational legislation. In addition, up to six hours per week of practice teaching are required. Specializations offered are geography, literature, Spanish, history, English, Italian, chemistry, mathematics, physics, French, drafting, philosophy, music education, civics, biology and astronomy.

TEACHER TRAINING FOR SPECIAL EDUCATION

Center III is the former *Instituto Magisterial de Estudios Superiores.* As did the *Instituto Magisterial,* it trains specialists in the various fields of special education and administration. It is the only normal school of its kind in Uruguay.

The entrance requirements vary from specialization to specialization. Generally, one must be a titled *maestro* or *profesor* and be a working teacher no older than 36, and with at least three years' experience. To study for one of the administrative fields, seven years of experience are required. To become an inspector, one must have fifteen years of experience. There may be an entrance examination. In 1976 there were 70 places and 250 applicants. The program consists of an intensive six months of full-time study. All students who are admitted receive scholarships from the government. Degrees offered are *maestro director, maestro inspector* and *maestro especializado.* In 1977 the following specializations were offered: education of children with hearing difficulties, education of mentally retarded children, and education of pre-school children. Three specializations are to be added: education of children with behavior problems, education of children with learning difficulties, and education of blind and visually impaired children. There are also short training courses for working teachers.

The grading scale is 1—6 as in the other centers. Grades are based on both academic coursework and practice teaching. Students are required to conduct two thesis-like research projects, one for the theoretical courses and one for practice teaching. The total hours required for the Center III program approximately equal one full year in either of the other two centers.

TRAINING FOR TECHNICAL SCHOOL TEACHERS

Technical school teachers for the *Universidad del Trabajo* are trained at the *Instituto Normal de Enseñanza Técnica.* It has been training professors for secondary level technical schools since 1972. It also functions as a center for the continuing education of professors already teaching in technical schools.

The admissions requirement is either the *bachiller técnico* under the 1976 Plan or graduation from the second cycle of the *Universidad del Trabajo* under previous plans. There are entrance examinations. As in Centers I and II, the course is three years long, ending with the title *maestro técnico.*

The curriculum includes the same basic courses as Center II with a technical specialty instead of an academic major teaching field. Five specializations are offered: general mechanics, automotive mechanics, electronics, electro-technical, carpentry. The basic curriculum in hours per week is outlined in Table 4.

OTHER TEACHER TRAINING INSTITUTIONS

In addition to the public schools, there are two private institutions for primary and secondary teacher training. The *Instituto de Estudios Superiores* is a private institution founded in 1929 which provides four-year courses in Spanish language and literature. The *Instituto de Filosofía y Letras* of Montevideo provides two and four-year courses for teachers of philosophy and literature, physics, chemistry, Spanish, and history. It also trains professional psychologists. It is a Christian institution which depends directly on the Episcopal Uruguayan Conference. Its goals are to offer the country an innovative curriculum. The *Instituto de Filosofía y Letras* has agreements with the Catholic University of Santiago, Chile and with the Pontifical Catholic University of Rio Grande do Sul in Porto Alegre, Brazil for the recognition and validation of certain degrees.

Table 3

CENTER I CURRICULUM FOR PRIMARY SCHOOL TEACHERS

First Year	Hours per Week
Introduction to the Theory of Education*	3
Psychology of Learning*	3
Developmental Psychology*	3
General Teaching Methods*	3
Social Sciences of Training*	3
Mathematics	3
Spanish Language	4
Total	22
Practice Teaching	6
Second Year	
Developmental Psychology	2
Pedagogy	2
General Teaching Methods	3
Mathematics	3
Artistic Culture	2
History & Geography of Uruguay	4
Total	16
Practice Teaching	20
Third Year	
Educational Psychology	3
Philosophy of Education	2
Special Teaching Methods	4
Integral Sciences	4
Mathematics	3
Activities in Agronomy	2
Total	18
Practice Teaching	20

* Core courses common to both Centers I and II

Table 4

TECHNICAL TEACHER'S TRAINING CURRICULUM (in hours per week)

Course	1st Year	2nd Year	3rd Year
Introduction to Theory of Education	3	-	-
Developmental Psychology	3	-	-
Psychology of Learning	-	3	-
General Methodology & Practice Teaching	4	-	-
Social Sciences of Training	-	3	-
Mathematics	3	3	-
Spanish	4	-	-
History of Science	-	-	2
Applied Drawing	3	3	-
Technological Specialization	5	5	5
Educational Legislation	-	-	2
Evaluation	-	-	2
Practical Teaching & Technical Pedagogy	-	6	8
Shop Specialization	6	8	12
Total hours	31	31	31

República Oriental del Uruguay

CONSEJO NACIONAL DE EDUCACIÓN
INSTITUTO DE PROFESORES "ARTIGAS"

DE ACUERDO CON LO DISPUESTO POR LA LEY DE EDUCACION GENERAL Nº 14101 SE EXPIDE A:

DON _____

NATURAL DE _____

EL TITULO DE PROFESOR EN: _____

Obtenido en Montevideo a los _____ días de _____ del año _____ que lo habilita para el ingreso a la docencia en la respectiva asignatura de conformidad con las disposiciones vigentes.

Anotado en el folio Nº _____ con el Nº de título _____ Montevideo el _____ de _____ de _____

Director
Instituto de Profesores "Artigas"

Rector
Consejo Nacional de Educación

Secretario
Instituto de Profesores "Artigas"

Secretario
Consejo Nacional de Educación

Publicaciones e Impresiones

Sample of a diploma for teacher training school.

REPUBLICA ORIENTAL DEL URUGUAY

UNIVERSIDAD DE LA REPUBLICA

FACULTAD DE CIENCIAS ECONOMICAS Y DE ADMINISTRACION

DE ACUERDO CON LAS DISPOSICIONES LEGALES VIGENTES SE EXPIDE A

NULLIZADO

NULLIZADO

NACIDO EN _____ QUIEN HA CUMPLIDO CON TODAS LAS OBLIGACIONES DEL RESPECTIVO PLAN DE ESTUDIOS EL PRESENTE TITULO DE

EN MONTEVIDEO A _____ DE 19 _____

DECANO

RECTOR

PRO SECRETARIO GENERAL

SECRETARIO

INTERESADO

Sample of a university diploma.

HIGHER EDUCATION

The University of the Republic (*Universidad de la República Oriental de Uruguay*) is the only university in the country. It was established in 1833 and enjoys autonomous status.

BACKGROUND

At one time the University was viewed as one of the finest in Latin America, but it has had serious difficulties in recent years. By nature, Latin American universities are more politicized than United States universities. Between 1955 and 1973, the University became dominated by leftist minded administrators and faculty and slowly has become more politically than academically oriented. Because of this, the University had few exchange relationships with other universities and did not benefit from USAID programs.

The situation came to a head in 1963 when there was a large explosion in the Faculty of Engineering. Previous to this, tradition gave the university an autonomy that amounted to a right of extraterritoriality. However, with this explosion, outside investigators did enter to find these facilities were being used to manufacture terrorist bombs. The military took over the government, shut down the University and fired all known leftist oriented faculty and administrators. During this period, a great deal of looting took place as well as destruction of equipment.

When the University reopened, it had to undergo a complete reorganization. In such a small country, it has been extremely difficult to find qualified, experienced faculty and administrators. Reliable sources estimated that the loss of teaching staff, depending on the particular academic area, ranged from a nominal amount to as high as 80%. Since its reopening, courses have had to be postponed along the way for lack of faculty.

The rebuilding process is now proceeding with a long term development plan assisted by a loan from the Inter-American Development Bank, and it is hoped that the University will return to its previous position of quality.

ADMINISTRATION

The University is essentially a federation of faculties each being highly autonomous and sustaining their own policies and procedures. For example, although the academic year generally extends from March to November, each faculty determines its own schedule. There are efforts to coordinate activities and to share some resources among the faculties.

A central University planning office is analyzing the present status of the University in order to identify future planning emphases. Consideration is being given to establishing common programs in basic courses (e.g., mathematics) to serve several faculties. An office has also been created to centrally coordinate scientific research and related resources among the faculties. While the Faculty of Engineering operates an IBM 360 computer, the facility is in effect a University computer center serving other faculties.

The government is strongly encouraging the University to relate its activities more closely to the needs of Uruguayan society. There is, for example: 1) an expansion of research programs directed to economic and social problems; 2) efforts to improve efficiency by combining and coordinating programs and resources; 3) the introduction of intermediate degrees to facilitate employability of students; and 4) the establishment of new professional degree programs.

Although the University does not charge tuition, the students are mainly from upper and middle class families. A need to supplement family income and miscellaneous other expenses puts higher education out of the reach of lower income families.

ADMISSION

The prerequisite for admission is that the applicant must have a secondary school *bachiller* in his area of intended study. No entrance examinations are held and no mention of a certain average is indicated for University admission. The Faculty of Humanities and Sciences will accept holders of the *maestro de primer grado.*

COURSE OF STUDY

A liberal arts background, typical in higher educational institutions in the United States, is not provided by the University in Uruguay. Its educational philosophy is that Uruguayan students acquire the liberal arts background required for advanced collegiate study at the secondary school level. Therefore, upon entering the University, students enroll for courses aimed at their professions. Regulations concerning attendance vary; however, attendance at lectures is not generally compulsory. Attendance is usually required at laboratory or practical work sessions.

University programs range from one to six years in duration. There are no postgraduate programs of study at the University of the Republic. The one-year program leads to a certificate as a dental assistant or nursing auxiliary. The two-year programs lead to certificates of dental hygienist or technician in medical records. These programs are terminal.

Three-year programs offer professional training in engineering, medicine and administration. While these programs are given in the University, most are terminal and not transferable to degree programs. There are also intermediate degree programs, either three or four years in length, that may lead to further degrees.

Programs of four, five and six years are similar to United States bachelor's degree programs and yield titles (degrees) such as *arquitecto, licenciatura, ingeniero, bachiller* (the latter should not be confused with the high school diploma carrying the same name). Legal, medical, dental, and veterinary science degrees are usually five or six years in duration and are similar to such professional degrees in the United States.

The University has ten faculties, which are located in Montevideo, but some programs are offered in several locations in the interior. Most of the terminal programs are offered in schools (*escuelas*) within the University. Table 6 lists the degrees and certificates for each faculty and school, along with the number of years required to complete the program.

GRADING SYSTEM

In the University of the Republic grades are given in figures on a scale from 12 (highest) to 1 (lowest). The lowest passing grade is three in most faculties. Chemistry is an exception where the lowest passing grade is five. In some faculties (e.g., Veterinary Sciences, Economics) the grades are given on the same scale, but translated into notations as follows:

12	*Sobresaliente*	(S.S.S.)	Excellent
11	*Sobresaliente Muy Bueno*	(S.S.MB.)	Excellent -
10	*Muy Bueno Sobresaliente*	(MB.MB.S.)	Very Good +
9	*Muy Bueno*	(MB.MB.MB.)	Very Good
8	*Muy Bueno Bueno*	(MB.MB.B.)	Very Good -
7	*Bueno Muy Bueno*	(B.B.MB.)	Good +
6	*Bueno*	(B.B.B.)	Good
5	*Bueno Regular*	(B.B.R.)	Good -
4	*RegularBueno*	(R.R.B.)	Fair +
3	*Regular* (lowest passing grade)	(R.R.R.)	Fair
2	*Regular Deficiente*	(R.R.D.)	Fail
1	*Deficiente Regular*	(D.D.R.)	Fail
0	*Deficiente*	(D.D.D.)	Fail

It should be emphasized that it would be unfair to make 12 the equivalent of A+ and work down the scale on the basis of such equivalencies. In Uruguay there is a larger range for evaluating academic excellence than in the American system. Class rank is not available.

Each final passing grade appearing on a faculty-issued transcript (*título de constancia*) is comprised of three ratings. The pass ratings are *regular* (pass), *bueno* (good), *muy bueno* (very good) and *sobresaliente* (excellent). For a student to receive the minimum grade of three, he must receive at least three ratings of *regular* (R.R.R.). A grade of eight would be comprised of two *muy buenos* and one *bueno* (MB.MB.B.). Although failing grades (0-2) are not reported on the student's record, the date of each examination in which the student failed will appear next to the pass grade in each subject. When a grade appears without a date notation, the student passed the examination on the first attempt. A student must pass every course in order to graduate.

While the grading scheme is University-wide, the method for determining grades will vary among faculties. For example, in the Faculty of Engineering, a student's final grade is determined from the individual ratings of a tribunal of three examining professors. However, in the Faculty of Economic Sciences and Administration, each of the ratings, is derived from the results of two interim examinations and the final examination.

A student's final average appears on a transcript under the heading *promedio general*, and is calculated by dividing the total examination attempts, including failures, into the sum of the numerical grades.

Table 5 describes the grading distribution in the Faculty of Economic Sciences and Administration. These data confirm the strictness of grading practices. Although similar data are not available from other faculties, the Faculty of Engineering reported their average grade between 5 and 6.

Table 5

FACULTY OF ECONOMIC SCIENCES AND ADMINISTRATIVE GRADING DISTRIBUTION
1976

Grade	Percentage of students earning grade				
	Year 1	Year 2	Year 3	Year 4	Year 5
8-12	4.1	5.8	2.7	6.3	15.6
5-7	15.2	21.1	24.1	24.4	36.5
3-4	22.9	33.4	39.0	33.6	23.4
0-2	57.8	39.7	34.2	35.7	24.5
Total	100.0	100.0	100.0	100.0	100.0

Table 6

UNIVERSITY OF THE REPUBLIC

DEGREES, TITLES, AND CERTIFICATES AWARDED
AND NUMBER OF YEARS REQUIRED FOR THEIR COMPLETION

Degree, title, or certificate (*Lic.* = *Licenciatura; Dr.* = *Doctor)*	**Years**	**Placement Recommendation Number**
Faculty of Architecture		
Architect	5	10
Faculty of Agronomy		
Agronomy Engineer	5	10
Faculty of Economic Sciences and Administration		
Lic. in Administration (Public Accountant)	5	10
Lic. in Economics (Economist)	5	10
University Consul	3	9
Expert in Economics and Administration	3	9
School of Administration		
*Technician in Public Administration	3	8
*Technician in Business Administration	3	8
Faculty of Chemistry		
Pharmaceutical Chemist	5	10
Bachelor in Chemistry	3	9
Faculty of Law and Social Sciences		
Legal Specialist (*Procurador*)	4	9
Dr. in Law and Social Sciences	6	10
Public Notary	6	10
**Dr.* in Diplomacy	3	9
*Public Translator	3	9
Faculty of Engineering		
Bachelor in Engineering Basic Sciences	3	9
Bachelor in Civil Engineering	4	9
Civil Engineer (in following options)	6	10
A) Highway option		
B) Structural option		
C) Hydraulic and Sanitation option		
Bachelor in Industrial Engineering	4	9
Industrial Engineer (in following options)	6	10
A) Electrical		
B) Electronic		
C) Mechanical		
Naval Engineer	6	10
Industrial Fishery Engineer	6	10
Chemical Engineer	6	10
Survey Engineer	4	10
Computation Systems Engineer	3	9
*Programming Analyst	3	8
*Expert in Mechanical Engineering	3	8
*Expert in Electrical Engineering	3	8
*Expert in Electronic Engineering	3	8
Faculty of Dentistry		
Dr. of Dentistry	5	10
School of Odontological Auxiliaries		
*Dental Laboratory Technician	4	8
*Dental Assistant	1	8
*Dental Hygienist	2	8

Degree, title, or certificate (*Lic.* = *Licenciatura; Dr.* = *Doctor*)	Years	Placement Recommendation Number
Faculty of Veterinary Medicine		
Dr. of Veterinary Medicine (Clinics)	6	10
Dr. of Veterinary Medicine (Laboratory Diagnosis)	6	10
Dr. of Veterinary Medicine (Radiology & Physical Medicine)	6	10
Dr. of Veterinary Medicine (Animal Nutrition)	6	10
Dr. of Veterinary Medicine (Preparation of Zootherapeutic Products)	6	10
Dr. of Veterinary Medicine (Technology and Sanitation of Animal Products)	6	10
Dr. of Veterinary Medicine (Animal Production)	6	10
Veterinary Practitioner	4	9
Faculty of Medicine		
Dr. of Medicine	6	10
School of Midwives		
Midwife	3	8
School of Medical Collaborators		
*Technician in Infant Psychology	3	8
*Technician in Physiotherapy	3	8
*Technician in Medical Records	2	8
*Laboratory Technician	3	8
*Radiology Technician	3	8
*Technician in Phonoaudiology	3	8
*Technician in Opthamology	3	8
*Technician in Electroencephalography	3	8
*Technician in Pneumocardiology	3	8
School of Nutrition and Dietetics		
Dietician	4	9
University School of Nursing "Dr. Carlos Nery"		
University Nurse	4	10
*Nursing Auxiliary	1	8
Faculty of Humanities		
Lic. in Philosophy	4	10
Lic. in Biological Sciences	4	10
Lic. in History	4	10
Lic. in Hispanic Letters	4	10
Lic. in Geography	4	10
Lic. in Anthropology	4	10
Lic. in Linguistics	4	10
Lic. in Mathematics	4	10
Lic. in Astronomy	4	10
Lic. in Physics	4	10
University Conservatory of Music		
Lic. in Music Composition	5	10
Lic. in Musicology	4	10
Lic. in Instrumental Interpretation	4	10
Lic. in Singing	5	10
Lic. in Choral and Orchestra Directing	4	10
University School of Psychology		
Psychologist	4	9
University School of Library and Related Sciences	—	—
Librarian	3	9
University School of Social Services		
Social Assistant	4	9

***Terminal programs**

CERTIFICADO DE ESCOLARIDAD

PLAN 1968

* ORIENTACION ECONOMICA ** ORIENTACION ADMINISTRATIVA

Se hace constar que .....

ha rendido los exámenes que, con sus clasificaciones correspondientes, se expresan a continuación:

PRIMER AÑO	
Matemáticas I	
Economía I	
Contabilidad General	
Administración General	
Inst. de D. Priv. I (Civil)	
SEGUNDO AÑO	
Matemáticas II	
Economía II	
Est. Econ. Nacional	
Adm. y Cont. Industrial	
Inst. de D. Priv. II (Civil)	
Inst. de D. Priv. III (Comerc.)	
TERCER AÑO	
Estadística	
Sociología	
Finanzas Públicas I	
Derecho Público	
* Ciencia Política	
* Desarrollo Económico I	
** Adm. y Cont. Com. y de Serv.	
** Int. de D. Priv. IV (Comercial)	
CUARTO AÑO	
Técnica y Legisl. Tributarias	
Administración Pública	
* Econometría	
* Desarrollo Económ. II	
* Economía Internacional	
* Economía Monetaria	
** Desarrollo Económico	
** Política Social	
** Mét. Cuant. ap. a la Empresa	
** Aud. y Análisis de Est. Cont.	
QUINTO AÑO	
* Política Social	
* Hist. del Pensamiento Económico	
* Finanzas Pcas. II	
* Sem. s/Prep. y Eval. de Proyectos	
* Sem. s/Filosofía Económica	
* Sem. de Economía Nacional	
** Adm. de Pers. y Rel. Humanas	
** Finanzas de Empresa	
* Sem. de Mecanz. Contable	
** Sem. de Economía de la Hac.	
** Pericias Económico Haciendales	
** Administ. Bancaria	
** Adm. de Seg. Sociales y Cooperativas	
** Administ. Agraria	
** Contabilidad Pública	

En el corriente año se halla matriculado en los cursos de ..... año

Montevideo, ... de ..... de 19

CONTROLADO POR JEFE DE SECCION

Sample of the university transcript used by the Faculty of Economic Sciences and Administration.

UNIVERSIDAD DE LA REPUBLICA
FACULTAD DE INGENIERIA

CICLO BASICO
Ingeniería Civil e Industrial

CLAVE DE CALIFICACIONES	
APLAZADO	0
R R R	3
R R B	4
B B R	5
B B B	6
B B MB	7
MB MB B	8
MB MB MB	9
MB MB S	10
S S MB	11
S S S	12

.....
(Nombres y Apellidos según pase)

.....
(Nombres y Apellidos según Cédula de Identidad)

Fecha de ingreso .....

ESCOLARIDAD PLAN 1974

ASIGNATURAS	Fecha de aprobación	Puntos	Fechas de reprobaciones
PRIMER AÑO			
Análisis Matemático I			
Geometría y Algebra Lineal			
Materiales para Ingeniería			
Química Técnica			
Computación			
Orientación Profesional			
SEGUNDO AÑO			
Análisis Matemático II			
Mecánica General I			
Física I			
Física II			
Orientación Profesional			
TERCER AÑO			
Mecánica General II			
Física III			
Mecánica de los Fluidos e Hidráulica			
Resistencia de Materiales I			
Economía y Finanzas			
Orientación Profesional			

Montevideo, ...

Jefe de Bedelía Director Departamento de Secretaría

Sample of the university transcript used by the Faculty of Engineering.

00137

URUGUAY PLACEMENT RECOMMENDATIONS

SECONDARY	AGE	TOTAL YEARS	RECOMMENDATIONS
1. *Bachiller*	19	12	Freshman admission.
2. *Bachiller Técnico* This diploma is awarded by the *Universidad del Trabajo* which is a secondary level institution.	20	13	Freshman admission.
TEACHER EDUCATION			
3. *Maestro*	—	15	Graduate admission to departments of education and related fields with possible deficiencies.
4. *Profesor*	—	15	Graduate admission to departments of education and related fields with possible deficiencies.
5. *Profesor Especializada*	—	16	Graduate admission.
6. *Director*	—	16	Graduate admission.
7. *Inspector*	—	16	Graduate admission.
UNIVERSITY			
8. Refer to Table 6, column labelled "Placement Recommendation Number".	—	—	Freshman admission.
9. Refer to Table 6, Column labelled "Placement Recommendation Number".	—	—	Undergraduate admission with transfer credit on a course by course basis appropriate to the intended field of study.
10. Refer to Table 6, column labelled Placement Recommendation Number".	—	—	Graduate admission.

GLOSSARY OF PARAGUAYAN AND URUGUAYAN (SPANISH) EDUCATIONAL TERMS

Agrimensura ..... Surveying.

Agropecuario ..... Agricultural.

Alumna, -o ..... Student.

Ano escolar ..... School year.

Año lectivo ..... Academic year.

Apellido ..... Family name.

Aplazado ..... Final examination was not taken.

Aprendizaje ..... Learning, apprenticeship.

Aprobado ..... Passed.

Archivo ..... File.

Arquitecto ..... Architect. University title given upon completion of undergraduate curriculum.

Asignatura ..... A course or subject.

Asistente ..... Assistant.

Aspirante ..... Candidate.

Automotriz ..... Automotive.

Bachiller ..... A secondary school diploma (Paraguay). A secondary school diploma, but also the name of several intermediate university degrees (Uruguay).

Bachillerato ..... Course of study of a secondary *bachiller* diploma. Sometimes used to mean the diploma itself.

Básico ..... Basic.

Beca ..... Scholarship.

Calificación ..... Grade.

Canto ..... Singing.

Carreras ..... Academic major fields.

Catedrático ..... University professor.

Certificado ..... Certificate.

Ciclo básico ..... Basic cycle; grades 7, 8 and 9.

Ciclo diversificado ..... Diversified cycle; grades 10, 11 and 12.

Ciclo técnico ..... Technical cycle; grades 10, 11, 12 and 13.

Ciencias ..... Sciences.

Ciencias economicas y de administracion .... Economic sciences and administration.

Colégio ..... Usually a secondary school; sometimes name is also used for primary school.

Comercio ..... Commerce; business.

Consejo ..... Council.

Constructor ..... Builder.

Contabilidad ..... Accounting.

Cursos ..... Courses.

Deficiente ..... Failed.

Derecho ..... Law.

Derecho y ciencias sociales .... Law and social sciences.

Desaprobado ..... Failed.

Dibujo ..... Drawing.

Didáctica general ..... General didactics or teaching methods.

Dirección ..... Directing.

Docente ..... Instructor or teacher.

Educación física ..... Physical education.

Educación moral y cívica ..... Moral and civic education.

Egresado ..... A student who has completed all course-work but does not hold a degree or title.

Electrónica ..... Electronics.

Empresas ..... Business.

Enfermería ..... Nursing.

Escala ..... Scale.

Escribano público ..... Public notary.

Escuela ..... School.

Español ..... Spanish.

Estudios ..... Studies.

Examenes complementarios ... Re-examinations or make-up examinations.

Exámenes extraordinarios .... Special examinations.

Expediente académico ..... Transcript.

Facultad ..... A university faculty, department or college.

Farmacía ..... Pharmacy.

Fecha ..... Date.

Filosofía ..... Philosophy.

Finanzas ..... Finance.

Firma ..... Signature.

Física ..... Physics.

Fisioterapia ..... Physiotherapy.

Formación ..... Training.

Francés ..... French.

Guía de estudios ..... Study plan or bulletin.

Hace constar ..... Certifies.

Horas ..... Hours.

Humanidades ..... Humanities.

Ingeniería ..... Engineering.

Inglés ..... English.

Ingreso ..... Admission.

Inscribir ..... Enroll, register.

Instalaciones ..... Institutions.

Insuficiente ..... Failed.

Investigación ..... Research.

Letras hispánicas ..... Hispanic letters.

Leyes ..... Laws.

Licenciado ..... A person having a *licenciatura* degree.

Licenciatura ..... A university degree.

Liceos ..... Secondary schools.

Maestro ..... Teacher.

Materia ..... Academic subject.

Matriculado ..... Registered.

Mecánica ..... Mechanic.

Mecánica general ..... Machinist.

Nombre ..... Name; usually meaning first name.

Normal ..... Normal or teacher training.

Nota ..... Grade or mark.

Obligatoria(s) ..... Required.

Odontología ..... Dentistry.

Partera ..... Midwife.

Pericultura ..... Child care.

Perito ..... Expert.

Práctica docente ..... Practice teaching.

Prácticante ..... A medical assistant or intern.

Práctico ..... Practical.

Privado ..... Private.

Profesor ..... Professor or teacher.

Promedio ..... Average.

Promovido ..... Promoted to the next grade.

Prueba ..... Test.

Psicología ..... Psychology.

Química ..... Chemistry.

Reglamentos ..... Regulations.

Reprobado ..... Failed.

Revalidación ..... Revalidation or official recognition.

Sanitarias ..... Sanitary or plumbing.

Sello ..... Seal.

Semanal ..... Weekly.

Solicitud ..... Application form.

Superior ..... Higher.

Taller ..... Shop.

Técnico ..... Technician.

Teórico ..... Theoretical.

Tesis ..... Thesis.

Título ..... Degree, certificate or title.

Título de constancia ..... Transcript (Uruguay).

Traductor ..... Translator.

USEFUL REFERENCES

This report is based almost entirely on materials in Spanish obtained from educational institutions, government offices and personal interviews in Uruguay. The following publications in English may be useful to United States admissions officers:

U.S. Office of Education. *Information on Education Around the World:* Educational Data: Uruguay. (Compiled by Grace I. Krumwiede and Adela R. Freeburger.) Washington: U.S. Government Printing Office, April 1962.

Weil, Thomas, and co-authors: Black, Jan Knippers; Martindale, Kenneth W.; McMorris, David S.; Merry, Sally Engle; Munson, Frederick P. *Area Handbook for Uruguay.* Washington: U.S. Government Printing Office, 1971.

STANDARDIZED TESTS AND TESTS OF ENGLISH PROFICIENCY

COMMON STANDARDIZED TESTS

Many U.S. institutions of higher learning require one or more (standardized) tests for purposes of admission ranging from high school equivalency to the measurement of one's ability to perform on the graduate level. It should be noted, however, that standardized tests designed for students who have been educated in the United States of America may be of limited value when applied to the foreign student for reasons of language, differences in content and focus, as well as courses taught in schools whose curricula are not oriented to the United States. In addition, lack of familiarity with multiple choice testing procedures, an unknown concept in many parts of the world, may adversely affect a student's performance on standardized tests of any type even if the test content should be compatible with the in-country instruction.

If special norms for foreign student performance are not available for a particular test required for admission, it may be advisable to compare the results of this test with those of an English proficiency test to determine first if language deficiency is a possible cause for inadequate or minimal performance. This is particularly important if a student's academic record indicates a high level of achievement. In all cases, it is strongly recommended that students be required to take an English proficiency test in addition to the other standardized tests that may be required for admission.

With the exception of the tests of General Educational Development (GED), standardized tests are administered at a number of test centers throughout the country. Information about overseas testing schedules and procedures is readily available from the organizations that prepare the examinations.

Tests most generally required for purposes of admission of foreign students to U.S. universities and colleges are as follows:

ALI/GU: The tests of English as a second language developed by the American Language Institute of Georgetown University are prepared for the Agency for International Development (AID) and the Bureau of Educational Affairs (CU) of the U S. Department of State. These tests are designed primarily for use abroad in rating the English proficiency of participants proposed for AID training programs and of applicants for U.S. government grants and student visas. For information about the tests, correspondence should be directed to the American Language Institute, Georgetown University, 3605 "O" Street, NW, Washington, DC 20007, USA.

ECFMG: Foreign medical graduates can get applications for examinations of the Educational Commission for Foreign Medical Graduates (ECFMG), and information regarding its certification processes, by writing to ECFMG, 3624 Market Street, Philadelphia, Pennsylvania 19104, USA.

GMAT: The Graduate Management Admissions Test is a 3½ hour aptitude test designed to measure certain mental capabilities important in the study of management at the graduate level. Correspondence regarding the test should be sent to the Graduate Management Admissions Test, Educational Testing Service, Box 966, Princeton, New Jersey 08540, USA.

GRE: The Graduate Record Examinations are designed to measure: 1) verbal ability, 2) quantitative ability, 3) analytical ability, and knowledge and understanding of subject matter basic to graduate study in specific fields. All correspondence regarding the tests should be sent to Graduate Record Examinations, Box 955, Princeton, New Jersey 08540, USA.

MTELP: The Michigan Test of English Language Proficiency is a one hundred-item test of general English proficiency (grammar, vocabulary, reading comprehension) yielding one score. It is intended for use with university level adults to determine language readiness for academic programs. Correspondence regarding the test should be directed to Testing and Certification Division, English Language Institute, The University of Michigan, Ann Arbor, Michigan 48104, USA.

SAT: The Scholastic Aptitude Test is a three-hour objective test which is designed to measure developed verbal and mathematical reasoning abilities. It yields a verbal score, with subscores in vocabulary and reading comprehension, and a mathematical score. Correspondence regarding the test should be directed to the Office of International Training, College Entrance Examination Board, 1717 Massachusetts Avenue NW, Washington, DC 20036, USA.

TOEFL: The Test of English as a Foreign Language is designed to measure the language proficiency of non-native speakers of English. It is a two-hour examination consisting of three sections: 1) Listening Comprehension, 2) Structure and Written Expression, 3) Reading Comprehension and Vocabulary. Individual section scores as well as a total score are reported; the latter will range from 250-720. While there is no specific "passing" score, most institutions consider a total score of 550 or above as adequate for admission without restriction at both the graduate and undergraduate levels. However, a student's ability to carry a regular academic load without further training in English will depend to a large degree on the type of program he/she intends to pursue. Complete information about the test is provided in the *Interpretive Manual for TOEFL Score Recipients* that may be obtained free of charge through Educational Testing Service (Attention: TOEFL), Princeton, New Jersey 08540, USA.

TESTS OF ENGLISH PROFICIENCY

For admission to institutions of higher learning, all non-native speakers of English should be required to take an English proficiency test that may be used by the

admissions officer as an effective tool to determine their degree of linguistic readiness to pursue a particular program of study. The results of the proficiency examination should be used to determine if an applicant's command of the English language is adequate to meet the demands of a regular academic curriculum, or if he/she should be placed in a modified program requiring additional work in English. However, it should be remembered that although a language proficiency test plays an important role in the admissions process, it is inappropriate to use it as a predictor of academic achievement. The tests already described will more effectively serve this purpose, as long as the cautions described in the statements about standardized tests vis a vis foreign students are observed.

RECOMMENDED LEVELS OF ENGLISH PROFICIENCY FOR STUDY IN THE UNITED STATES

ALI/GU (The following interpretations are those employed by the Agency for International Development):

Scores	Test Sections	Interpretation
80 - 100	Usage Oral Listening Voc-Reading	Qualified to be called forward for immediate enrollment at an institution in the United States.
65 - 79	Usage Oral	Qualified to be brought to the U.S. for English language training at ALI/GU prior to enrollment at a university or college.
	Listening	Questionable. Additional English training would be beneficial, but participant can be brought to the U.S. for study if other score requirements are met.
	Voc-Reading	Satisfactory to be brought to the U.S. for study though participant may experience some initial difficulty with academic reading assignments.
55 - 64	Usage	More language training required before being brought to the U.S. for study. Two to three months of intensive training would probably be minimal to bring participant to 80 - 100 range.
	Oral	More language training required before being brought to the U.S. for study.
	Listening	More language training required before being brought to the U.S. for study.
	Voc-Reading	Questionable. Participant needs additional development of reading skills. Performance on other sections of test battery should be outstanding in order to compensate.
0 - 54	Usage Oral Listening Voc-Reading	Unsatisfactory. Candidate should begin or continue intensive-language study, and academic program should be deferred.

MTELP (The following proficiency recommendations are those used at the University of Michigan and are provided as a reference for other institutions. The dotted line marks the minimum score of acceptance by most schools at the University of Michigan):

Group I	Undergraduates in liberal arts and education.
96 - 100	Can compete with native speakers of English on equal or nearly equal terms.
90 - 95	Proficient enough in English to carry a full-time academic program. Some allowance may have to be made for written work and for heavy reading assignments.
85 - 89	May take up to 3/4 the normal academic load, plus a special course (4 hours per week) in English as a foreign language.
80 - 84	May take up to 1/2 the normal academic load, plus a special course (4 hours per week) in English as a foreign language.
70 - 79	May take from 1/4 to 1/3 the normal academic load, plus a special intensive course (10 hours per week, non-credit) in English as a foreign language.
69 - and Below	Not proficient enough in English to take any academic work.
Group II	Graduates and undergraduates in engineering, mathematics, and scientific fields that depend heavily on laboratory work.
96 - 100	Can compete with native speakers of English on equal or nearly equal terms.
85 - 95	Proficient enough in English to carry a full-time academic program. Some allowance will have to be made for written work and for reading assignments.
80 - 84	May take up to 3/4 the normal academic load, plus a special course (4 hours per week) in English as a foreign language.
65 - 79	May take up to 1/2 the normal academic load plus a special intensive course course (10 hours per week, non-credit) in English as a foreign language.
64 and Below	Not proficient enough in English to take any academic work.
Group III	Graduate humanities and social sciences (English and American literature, law, political science, philosophy, etc.).
92 - 100	Can compete with native speakers of English on equal or nearly equal terms. For students in the extreme lower end of this bracket some allowance may have to be made for written work and heavy reading assignments.
85 - 91	May take up to 3/4 the normal academic load, plus a special course (4 hours per week) in English as a foreign language.
80 - 84	May take up to 1/2 the normal academic load, plus a special course (4 hours per week) in English as a foreign language.
79 and Below	Not proficient enough in English to take any academic work in these fields of study.

TOEFL:

550 and Above	Admit with no restrictions at both graduate and undergraduate levels. Exceptions: 1. Candidates with significantly lower part scores in Listening Comprehension, Reading Comprehension and Vocabulary, or Structure and Written Expression may require supplementary work in English to develop their skills in these areas. See note on Listening Comprehension part score, page 29 of *Manual for TOEFL Score Recipients*, 1973 edition. 2. Graduate students in fields such as journalism, which require near native proficiency in English, should have total scores of at least 600 for unrestricted programs of study in these subjects.
500 - 549	Admit with no restrictions graduate students in highly technical fields such as mathematics, chemistry, physics, and engineering. Other students may be admitted but with supplementary instruction in English for at least the first term.
450 - 499	Admissible if strong in all aspects of application other than English proficiency. Individual cases should be reviewed in light of field of study and TOEFL part scores. Applicants scoring in this range generally require a significant amount of English instruction (perhaps half-time) with a corresponding reduction in normal course load. To comply with Immigration and Naturalization Service requirements, which call for full programs of study, institutions that do not offer courses in English as a second language should consider advising applicants in this score range to attend an English language institute on a full-time basis until such time as they can embark on full programs of study at the institution in question.
Below 450	Admission doubtful. Applicants scoring in this range generally require a full-time program in English before embarking on even a limited academic program. Possible exceptions, down to about the 400 level, are graduate students in the fields of science, mathematics, and engineering.

PORTRAIT OF A WORKSHOP

by Hugh M. Jenkins
NAFSA Executive Vice President

This writer was privileged to serve as an observer-participant with some members from the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association for Foreign Student Affairs (NAFSA) who were among those who took part in the workshop on the admission and academic placement of students from Bolivia, Brazil, Paraguay and Uruguay. The particular responsibility of this group was the preparation of the report on Brazil. The workshop was supported by grants from a number of private organizations and from the Bureau of Educational and Cultural Affairs and the Agency for International Development (A.I.D.), in the Department of State. It was also generously funded by the Brazilian government. This is an account of the project. While it is confined to work of the Brazilian team, it reflects the activities of the entire group. Both together and separately, the members of the workshop in their respective teams worked with equal enthusiasm on the examination of the educational systems of each of the four countries involved: Bolivia, Brazil, Paraguay and Uruguay.

The workshop report arrived in August 1977. It was a massive document, 287 pages, replete with the usual attributes of an educational survey: maps, tables, footnotes and glossary. It had one unique feature; it was the report of a workshop that had not yet taken place.

Soon after their selection the members of the Brazilian team had each been assigned one section of a comprehensive report on the country of Brazil and its educational system. During the late spring and early summer they might have been observed poring over reference books in libraries, reviewing the credentials of Brazilian students in their admissions offices and consulting with colleagues on the faculty. The results of their labors were collected and the combined report was compiled by the team leader. It was the first of many drafts that would be reviewed, revised and finally rewritten during the course of the workshop. In this task the team would have the advice and critical assistance of Brazilian educators and their work would be subject to the ruthless scrutiny of their companions in the workshop.

Carrying their copies of the report, the members of the team arrived in Miami, the assembly point for departure to Latin America, on Thurs; Sept. 22. The two days spent there were devoted to orientation and preparation. The entire workshop assembled to listen to lectures from three eminent Latin American experts. Jan Van Orman of the Inter-American Foundation, James M. Malloy from the University of Pittsburgh, and John P. Harrison from the University of Miami. Each resource person shared in the whole of the program, listening to each others' presentations and joining in the lively discussions that lasted through the day. It was the beginning of an intensive learning experience as the lands and peoples, their history, their contemporary problems and their present aspirations were displayed with a knowledge, affection and insight that can only be derived from years of experience and sensitive observation. Almost overwhelmed by this overview of the magnitude of their task and intrigued by these glimpses of the experience awaiting them in Latin America, the members of the various teams then parted company, each group to begin on the process of examining together their individual contributions to the country reports. Although these team meetings lasted for hours, they seemed only brief interludes brought to an almost unexpected close by the arrival on Saturday evening of the taxis for the airport and, for our group, the journey to Brazil. The final stage of the flight to Brasilia provides a unique thrill for even the most seasoned traveller. As the plane descends there is an impatience to see this new city set in a wilderness and on the approach from the airport one looks wonderingly at the towers and avenues of a capital that simply was not there twenty years ago.

Brasilia is the seat of the federal government of Brazil and it was to this government that the team now turned for enlightenment in the second stage of the preparation of its report. The response was magnanimous. Officials of the Ministry of Education and Culture and of the Department of University Affairs and representatives of various national educational organizations were supplemented by educators from across the country who were brought into Brasilia especially for the purpose of defining, describing and discussing the educational system. For three days the Brazilian team first listened, then responded and finally debated the differences and the relationships between the educational systems of Brazil and the United States.

Copies of the first draft of the manuscript had been sent in advance to Brazil and the recipients had much to add to the report. Seated in a classroom at the Campanha Nacional De Escolas Da Communidade (CNEC) the team was treated to a comprehensive and discerning interpretation of the factors which determined the goals and directions of educational policy. They learned of the sources of authority and the divisions of responsibility between the federal government and educational community. They reviewed the peculiarities and characteristics of the 904 institutions of post-secondary education, their attention being drawn particularly to the difference in definition of the classification "post- secondary" in Brazil and in the United States. They acquired a new vocabulary as they discussed the significance of the "vestibular," the examination which serves in some way to regulate the supply and demand for entrance to college or university, and sought to relate to their own experience the role of those institutions peculiar to the Brazilian educational system known as "isolated schools." (Although there are much older institutions, the nearest equivalent in the U.S. system may be those private colleges which grew up in the sixties and were subsequently incorporated into state university systems.) Pervading the entire presentation was the sense of commitment of the Brazilian group, the acknowledgement of an urgent need to provide the young people of Brazil with some educational options and the dedication to meet that need. The Brazilians knew their own educational system in-

timately. Recognizing the shortcomings which exist, they were quick to emphasize progress both in accomplishment and design. This expert knowledge was apparent in their responses to the draft report which had been submitted by the U.S. team. Their copies had been carefully annotated, reflecting the comparative experience of many of the Brazilian educators who had studied in U.S. colleges and universities and the report was dissected, occasionally disputed and significantly supplemented. All of this was accumulated in the copious notes taken by the visiting team from the U.S.

Following what had proved to be a most effective procedure, the plenary sessions were interspersed with intervals during which small groups of Brazilians and Americans examined and discussed in depth the implications of the new information and the more precise interpretations which were derived from these sessions. The charge to the U.S. participants in these sub-groups was quite specific: to become not only knowledgeable but almost familiar with the Brazilian education system up to the point of entry into the university; to direct their attention to the curricula of the various disciplines in Brazilian universities; to seek to clarify those matters which had been identified as trouble spots for the U.S. admissions officer.

In the final sessions with the representatives of the government and their colleagues from the educational community the tables were turned. It was the time for the U.S. participants to report back to the Brazilians their understanding of all that had been learned during the past three days. It was a search for agreement on definitions and evaluations with the knowledge that the final responsibility for the report lay with the U.S. team. The document they produced would be a guide for U.S. admissions officers and would of necessity have to be in a context that their U.S. colleagues could understand and accept.

After such an intensive effort in communication and cooperation, the departure from Brasilia was indeed a parting of friends. The new experiences which lay ahead would all be augmented by the binational mood which had been created. Reassured by the amicable understanding already achieved, the members of the team separated into three groups to visit educational institutions in Belo Horizonte, Sao Paulo and Rio de Janeiro. For our group, assigned to visits in Rio de Janeiro, it came as no surprise to find a most gracious welcome at the federal and private universities in the area. Our visits were clearly the object of careful preparation. Our quest for information was made easy by the fact that our inquiries had been anticipated. Thus, in addition to the most generous allocation of the time and attention of a large number of senior administrators and faculty members, we were loaded with reports and statistics to ensure a complete and lasting picture of each institution. Nothing was too much trouble, the hospitality was abundant and the visits extended for as long as was needed to fulfill its purpose.

Our visit to the Universidade Rural de Rio de Janeiro exemplified the treatment received wherever we went. Having arrived at noon instead of 2 p.m., our somewhat surprised hosts solved our immediate problem by taking us to lunch at the faculty dining room. During the afternoon there were formal presentations of all aspects of the institution's educational activities by six members of the faculty and administration in a four-hour program organized by the dean who was in charge of our visit. This was followed by informal discussions that lasted until dusk and supplemented by a tour of the campus in the failing light of the late evening. We were taken back to Rio de Janeiro by car at 9 p.m., long after our scheduled departure time.

These university visits were of enormous value; they gave substance and reality to the information acquired from reports and lectures. They peopled our experience with men and women whom we shall remember with admiration for their enthsiasm and affection for their kindly interest in the success of our venture.

As the workshop entered the closing phase of its program the travelers returned and the Brazilian team was joined in Rio de Janeiro by those who had been visiting Bolivia, Paraguay and Uruguay. The entire workshop group then embarked on the most critical stage in the project—the preparation of the final drafts of the country reports and the determination of placement recommendations. It was a week of final examinations, beginning with a sense of anxious urgency, ending with a feeling of relieved accomplishment.

The site for the final sessions was the USA Center, situated just over a mile from the hotel; the daily journey to and from the center provided an opportunity for an exhilarating walk along the Avenida Atlantica which spans the length of the famed Copacabana Beach. The sessions began at 9 a.m. and lasted until 5 p.m., or later, every day. Each country team gave a report on their activities and presented the results of their inquiries. Based on the information received, each team then offered their placement recommendations. These were subjected to a rigorous examination and each team was required to provide the rationale for their decisions, supporting their arguments by their observations in the country visits, placed in the context of their knowledge of the U.S. educational system. It was a bruising encounter in which each team found it necessary to refine and clarify their recommendations before receiving final approval.

It was therefore with a sense of communal accomplishment that the members of the Workshop on the Admissions and Academic Placement of Students from Selected South American Countries went their several ways at the end of the project.

Preparation of the report had gained immeasurably from the fact that this was completed on site, within the cultural and educational environment of the countries involved and with the cooperation of members of each national educational community. The workshop had resulted in a document that will be of significant value to all those responsible for the evaluation of educational credentials and the admission of foreign students in U.S. colleges and universities. In the process there had been established personal relationships between individuals and of institutions in the U.S., Bolivia, Brazil, Paraguay and Uruguay, that will be of lasting benefit to international educational interchange.

Post script: Asheville, N.C., Oct. 21.

> The bi-regional conference of the National Association for Foreign Student Affairs brought together some 265 participants from the Middle-Atlantic and Southeastern states. Passing a recently vacated meeting room one could see on the blackboard the words "Brazil" and "segundo grau". It was proof that the workshop was still working as the participants were fulfilling their commitment to share their experience on their return home by offering programs for their colleagues assembled in regional meetings.

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John P. Harrison
Professor of History
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James M. Malloy
Professor of Political Science
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Jan Van Orman
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